

THE DEAF AMERICAN

Vol. 36 No. 1 1983



Photo by Universal Studios

GRANVILLE REDMOND LIVES!

Story on Page 2

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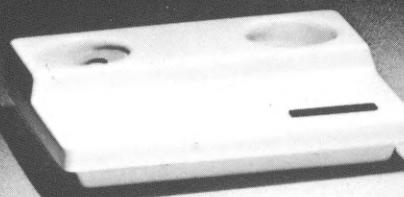
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THE DEAF AMERICAN

Vol. 36 No. 1 1983

COVER

Granville Redmond Lives! — (Top) **Charlie Chaplin** making letter "d" to Granville Redmond during the movie **A Dog's Life**. (Left) **Albert Ballin**, author of "Deaf Mute Howls", in an all-deaf cast in **His Busy Hour** (Right) Granville Redmond.

IN THIS ISSUE

The National Association of the Deaf

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Articles

Granville Redmond Lives!

by John Schuchman 2

Yes, Yes, Nanette!

by Ellen Beck 5

The Voice of Deaf People: Historical Perspective

by T. Alan Hurwitz 8

Pennsylvania Institution for the Deaf and Dumb

by Maryly B. Penrose, C.G. 19

Departments

In Communication	15
Senior Citizen Section	17
New Members	25
Sports	27
Religious and Club Directories	41

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GRANVILLE REDMOND LIVES!

Don't throw away your old films or home movies. If you have home movies about events in the deaf community or copies of films that portray deaf people or deafness, they represent a valuable treasure of our deaf history.

by John Schuchman



Cast from 1923 silent movie directed by Charlie Chaplin (kneeling with Fedora hat). Granville Redmond wearing glasses and painter's smock. Adolph Menjou is in the photograph (moustache with paper in hand).

Granville Redmond is alive and well at the Library of Congress in Washington, D.C. For older readers and art history buffs, the above statement might come as a shock since Redmond, a prominent California artist who was deaf, died in 1935.

Although Redmond, a graduate of the California School for the Deaf, and a contemporary and friend of another deaf artist, Douglas Tilden, in San Francisco, passed away nearly 50 years ago in the middle of the Great Depression, it was a thrill for me to see him alive, signing and fingerspelling, through the magic of moving picture film. In addition to his

achievements as a landscape painter, Granville Redmond was the best known of a comparatively small group of deaf actors who performed in the silent movies. For several years, I have investigated the history of the silent movies and the deaf community. My findings about the golden era of entertainment for deaf people will soon be published in the *Journal of American Culture*.

Through this research, I identified deaf persons who were active in the film industry during the silent movie era. More mature readers may remember such deaf actors as Redmond, Emerson Romero, Louis Weinberg, Carmen de Arcos and

Albert Ballin. As a result I have compiled a fairly long list of films which include deaf persons or children of deaf parents, or which simply portray the topic of deafness as a part of the film story. This research was completed without the benefit of actually seeing the films themselves.

Unfortunately, most of our silent film heritage has been destroyed. The silent movie era predates the use of the safety film which is prevalent today. Hence, the highly flammable nitrate-based silent films have largely disappeared and only a comparatively small number of them have been preserved. I was not hopeful that many, if any, of these particular films of historical importance to the deaf community still existed.

In the Spring of 1983, I began a search for the films. So far, I have found and viewed three films. Two of them included Granville Redmond. In *A Woman of Paris*, produced in 1923, Redmond appears for a total of about 10 seconds in a crowd scene. Unfortunately, I had to view all of the reels which were captioned in Bulgarian, but that is the nature of research.

Much more important was the film, *You'd Be Surprised*, produced in 1926 and starring Raymond Griffith. In this film, Redmond had an important role in which he played the part of a hearing person pretending to be a deaf servant in order to capture a murderer. Redmond and Griffith both use sign and fingerspelling throughout the movie and I am convinced

that this film will prove to be an important document of the movie industry's negative stereotyped ideas about "deaf and dumb" people during that era.

Both films are in the moving picture research collection of the Library of Congress. The same collection includes another film, *The Ne'er Do Well*, produced in 1923, which included the now little-known son of deaf parents, Sydney Smith. Viewing these films reinforced my opinion of the importance of these movies in the preservation of a deaf history. It is one thing to read back issues of the *Silent Worker* or the *Deaf Mutes Journal* about deaf actors. It is quite different to actually see them perform as did movie audiences in the 1920's. Most movie goers did not even realize that the actor was deaf! Hence you can understand the excitement I felt to see Granville Redmond alive and well.

At this point, I am trying to obtain permission from Paramount Films, which still owns the film rights, to copy the film and bring it to Gallaudet College where it would be accessible to other scholars and to the deaf community. This, brings me to the main point of this article. I need help from the deaf community to bring more films to the deafness collection of the Gallaudet College Library.

Last year Gilbert Eastman (from our drama department), myself, and others from Gallaudet College established the "George W. Veditz Film Collection" which is a part of the



Emerson Romero, prominent in deaf theatre and captioned films, played in silent movies under the stage name Tommie Albert.

With him is Carmen deAreas who appeared with him in Cuban silent movies for the Pan American Corp.

PICTURES AND THE DEAF

By ALICE T. TERRY



Granville Redmond in Chaplin's *A Dog's Life*.



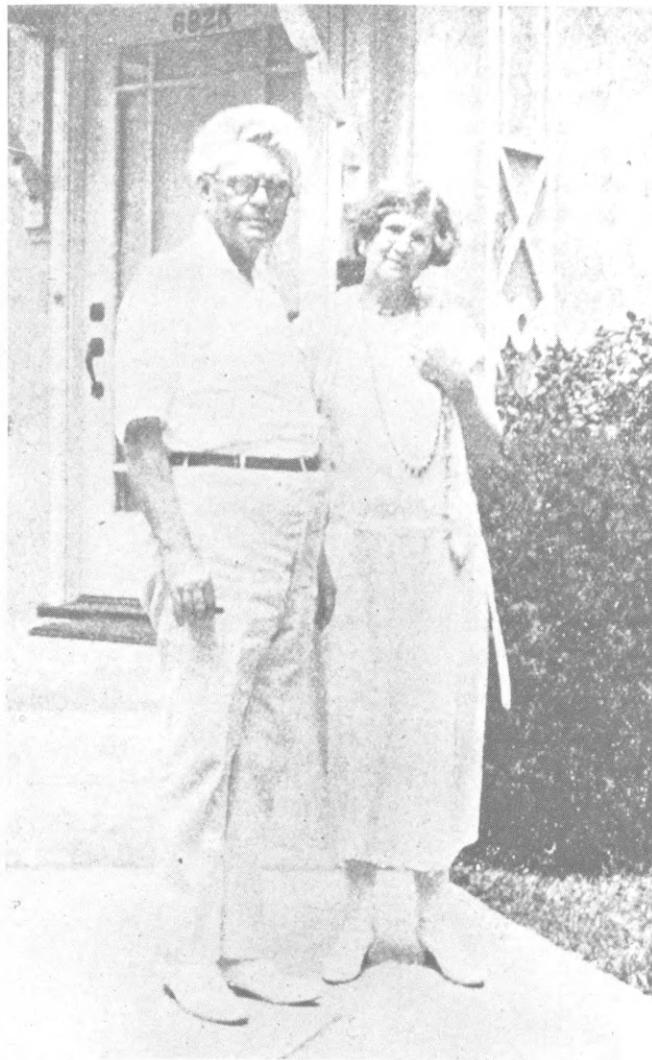
Louis Weinberg danced in vaudeville as David Marvel. He performed in a silent movie *The Indian Prince*.

deafness collection in the College library and archives. We did this in order to emphasize the importance of film in our deaf heritage. The deaf community always has understood this importance. Residential schools used silent films before World War I and of course the National Association of the Deaf (NAD) through the leadership of its then-president, George Veditz, sponsored the creation of several films which would preserve sign language. The NAD generously gave these films to Gallaudet and they are now a part of the collection. As a part of the Gallaudet College Alumni Association Reunion in 1982, we produced a captioned videotape which uses footage from many of these films. The videotape, *Our Priceless Gift* is available from the Gallaudet College Library.

However, we know that the deaf community made other films. For example, Ernest Marshall, an independent deaf filmmaker from New York City, made several films after World War II. He also made films from footage of the marching bands from the old New York School for the Deaf. Marshall has permitted us to copy these films. In addition to Marshall's films, other deaf film producers produced movies with deaf casts aimed at deaf audiences. Films such as the *Headless Avenger* and *The Selfish Mr. Tiggerly*, produced by Alexander McDade, and *Slow Fortune*, produced by Clyde Cherrington, were advertised in the newspapers of the deaf community such as the *Cavalier* throughout the 1950's.

Finally, there are home movies. Like most Americans, deaf people have preserved community and school events through

movie cameras. These films are an important part of the deaf heritage. Most of us forget that we have film reels on shelves in our basements and attics as well as in filing cabinets of the local clubhouse. If you have any home movies which portray events in the deaf community or copies of commercial films which portray deaf people or deafness, I would like to hear from you. Do not send me any films.



Granville Redmond and his wife.

I would like to know what you have, the size of film (16mm, 8mm or Super 8), and whether you would be willing to give the film to Gallaudet College or to let us copy it. Again, we would use these films for educational and research purposes in order to add to our store of information about the history of the deaf community. You can contact me at the following address: John Schuchman, Department of History, Gallaudet College, 800 Florida Ave., N.E., Washington, D.C. 20002. ■

(Dr. Schuchman is the Dean of Academic Affairs at Gallaudet College. He is also the son of deaf parents, Harry and Florence Schuchman, formerly of Indianapolis, Ind.)

yes, yes, Nanette!

by Ellen Beck

Nanette Fabray is well-known to many hearing TV viewers as "Grandma Romano" in the long-running CBS series, "One Day at a Time." Her employment at CBS is ironic given the fact that Fabray, although now hearing, lived most of her life with a moderate/severe hearing loss, and was one of the first people to know of and promote the concept of the Line-21-type closed captioning system which CBS has consistently refused to use. She is on the Board of the National Captioning Institute and right now is working to get sponsors to caption more programs.

Although she runs the risk of being fired, she publicly says CBS is misguided in its policies on closed captioning, stating: "They are all wrong to wait." Who is this woman who speaks out against a powerful corporation because she trusts the value of her own personal convictions as to right and wrong?

Nanette Fabray is first of all a dedicated and award-winning actress with three Emmy Awards and a Tony Award to her credit. She is secondly a citizen who has devoted most of her spare time for the last 30 years to the attainment of equal rights for deaf people. No stranger to controversy and unpopular convictions, she spent the 1960's battling the predominantly hearing administrators in the field of education of the deaf. She accused them of taking a superior attitude to deaf people, criticized them for not allowing total communication in schools for the deaf, and blamed them, not the students, for failures in school.

She campaigned for 10 years to be allowed to use Sign Language on TV, becoming the first to do so on "The Carol Burnett Show" in 1968. She lobbied, raised funds, made public appearances. She used the power earned from her superlative talent to show the world that deaf people existed and demanded that a census be taken to determine how many. She has, to the



Gail Ploman, first place winner, MacDougall Creative Writing Awards, accepts her certificate, from Nanette Fabray at the 1983 MacDougall Creative Writing Awards Dinner.

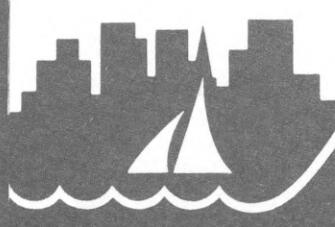
best of her ability, attempted to destigmatize the words deaf, Sign Language and hearing aids to the general public.

Born in 1920, in San Diego, California, she began her career in vaudeville as "Baby Nanette," tapping and singing her way to fame at four years old. Unknown to her, she had otosclerosis, a disease which gradually softens the bone around the inner ear. At the time she developed the disease it was incurable and progressive. The condition affected her performance in high school, where she thought of herself as, "Not very bright." It did not, however, stop her rising star. In the late 1930's, she won a role on Broadway, moving to New York where she continued her

climb to the top of the musical comedy profession.

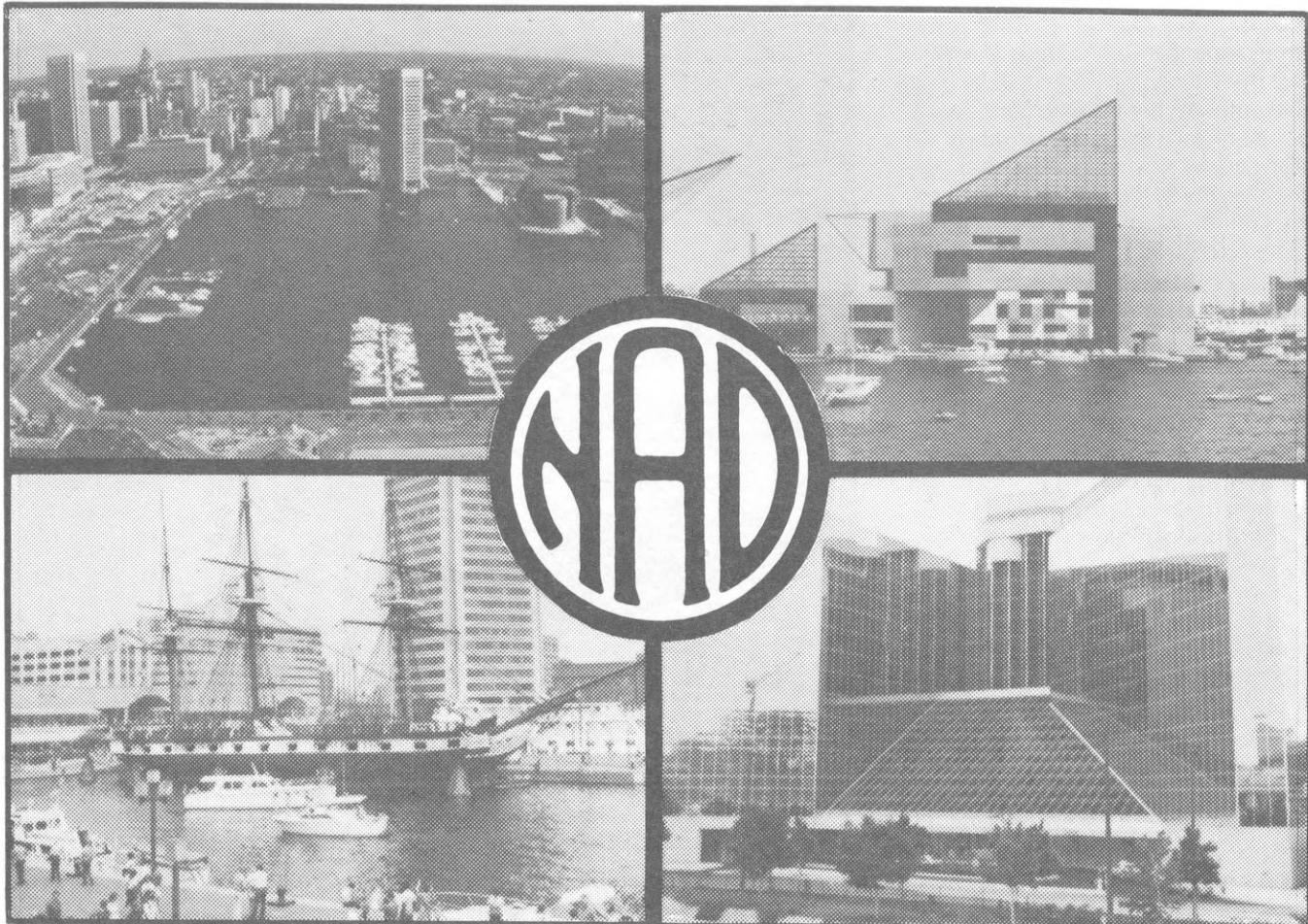
Her first starring role was in the hit, *Bloomer Girl* in 1945. It was while she was appearing in this show that the reality of otosclerosis struck. She became so deaf that she could not hear the 40 piece orchestra. Finally she went to a doctor, not daring to tell any of her friends or family. The doctor misdiagnosed her condition, telling the young star, "You will soon lose your hearing, then lose your speech and in five years you will be deaf and dumb."

She went back to work the next day, continuing in her starring role and still not telling anyone of her predicament. "I kept this terrible secret to myself, and



Baltimore

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Photos by Dick Moore

National Association of the Deaf 37th Biennial Convention July 3-8, 1984

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everyday I waited to see if my hearing was less than the day before."

The knowledge of impending deafness is a terrifying prospect at best, but for Fabray, the terror was magnified in proportion to the heights she had achieved. Facing the loss of career, income, stardom, her fans, her family and friends, most of whom she believed loved her for the "star" she was led her to an emotional collapse. "I had a breakdown and was put in a mental hospital for two years." The pressure of the situation also destroyed her first marriage to a man she prefers not to discuss.

Recovery came after being reassured by another doctor that, although she was in fact losing her hearing, the process of the disease was slow. He told her she would never be "deaf and dumb."

Soon she was back on Broadway, a better actress than ever before—the famous face even more expressive and now etched with the strength of a person who has encountered tragedy and loss, but who has also been able to conquer them. In 1947, she starred in *High Button Shoes* followed by a Tony Award winning performance in *Love Life* in 1949.

In 1955 and 1956, she won three Emmy Awards for her gifted comedy performances in the classic TV series, "Caesar's Hour." She won all the major acting awards in her life during this period of encroaching deafness, and she still did not have amplification. The terrible stigma against hearing aids made her afraid to try them.

The solution to her dilemma was a new operation called stapedectomy, a surgical procedure which replaces the softened stapes with a tiny wire or plastic substitute. The surgery restored her hearing and also gave her the confidence to win the man she loved, Ranald MacDougall, former president of the Screenwriters Guild. They married in 1957, and had a baby, Jamie, in 1958. But at what should have been the happiest time of her life, she suddenly found herself deafer than ever before; the birth of the child had destroyed the work of the operation.

There can be no over-estimation of the value of Ranald MacDougall in the life of Nanette Fabray. It was he whose faith and belief in the value of her deaf experience made her go public about her hearing loss, and it was his con-

tinued support that kept her going.

She began wearing hearing aids and going to lectures, meetings and parties of deaf people. She absorbed and learned and when she was ready, she used all the resources at her command to testify before the Congressional Subcommittee on a bill to authorize preschool and early education programs for handicapped children. Because of this testimony, more funds than expected were allocated, including money for a national census on the handicapped.

Since that time, Nanette Fabray has had two successful operations and is completely hearing. She has not, however, removed herself from the deaf

world. Her greatest contribution in recent years has been the establishment of the MacDougall Creative Writing Awards at Gallaudet College. The \$2000 annual fund, set up to honor the memory of her husband, Ranald who died in 1973, is her way of showing support and encouragement to young deaf writers who are breaking into a field that, with rare exceptions, has been historically closed to deaf people. She is encouraging the young writers of Gallaudet, in much the same way that Ranald MacDougall encouraged and supported her—by believing in the capability of deaf people to express themselves, and by giving them a forum in which to do so. ■

Excerpts from the Testimony of Nanette Fabray Before House Subcommittee, July 16, 1968

I have reason to know that this kind of appearance, this open admission of a hearing handicap, affects my work in show business. Yet here I am, making that admission again, as I have done publicly for nearly 10 years now.

No one who appears here can tell you what it is precisely, that we are talking about . . . How many hearing handicapped are there in the U.S.? Unknown. How many impaired speech cases? Unknown. Where are they located—which states, cities have the greatest need? Unknown. How many Rubella children are now entering our school systems? Unknown . . . I propose that, as part of this bill, separately funded, or as side by side legislation with it, a national census be taken on the handicapped, all ages, all classes . . .

The gentleman accompanying me today (Herb Larson) . . . totally deaf and a teacher . . . Two master's and a Doctorate in Philosophy . . . Nationally known among the deaf community, as a teacher, an innovator in what has become the science of Sign Language and a good citizen . . . Will not, however, be utilized in any way . . . unless provisions are made to do so in connection with this legislation . . . He stands for many . . . their opinions, and they have qualified opinions—their advice, and they have much advice to give us—is neither sought, nor wanted, nor welcomed, in many areas of this country. As my second proposal for your consideration . . .

I ask to require as a condition of the awarding of the initial fifty planning grants . . . and all subsequent grants . . . that no otherwise qualified person shall be excluded from these experimental early education programs because they themselves are handicapped . . . and further . . . to require those engaging in these programs that they consult the qualified handicap in developing these programs.

If I were a professional hearing educator in this field . . . and said aloud and publicly what I now intend to say to you, I would immediately find myself barred from employment in well over ninety percent of the total establishments for the education of the hearing handicapped in this country . . . and what I have to say is, that the time has come for strict oralism to cease blocking attempts to introduce other forms of communication into the field of educating the handicapped . . . Sign language is not only a sophisticated language with great flexibility and exactness, it is in many ways a more powerful and graphic method of self expression than any other known . . . Is such a language—with such an infinite range, with such a capability of expression—is such a form of communication to be denied its proper part in the education of these children with profound hearing loss? As my third and final proposal to this distinguished committee . . . I ask that manual communication—specifically and particularly sign language and fingerspelling—be required study for paid personnel engaging in this work and that they be encouraged to use it where necessary to establish complete communication. ■

The Voice of Deaf People: HISTORICAL PERSPECTIVE of the NAD and State Associations

by T. Alan Hurwitz

As President of the National Association of the Deaf, it is stimulating for me to take this time during the year in which State Associations hold their biennial conventions to recapitulate the development of the NAD as a national consumer organization of, for and by deaf people and to discuss the role of State Associations as advocates for the betterment of educational, rehabilitation, employment and social opportunities of deaf people in their respective states.

Our history is full of rich experiences of many deaf individuals and friends of deaf people who played important roles in the growth and development of the National Association of the Deaf and our State Associations of the deaf. Jack Gannon has given us a full account of these exciting developments in his book, *Deaf Heritage*, which was published by the NAD in 1980.

Dr. Mervin D. Garretson, currently chairperson of the NAD Speaker's Bureau, provided us an outline on the historical perspective of the NAD and suggested some ideas on how a State Association can develop into a strong consumer advocacy organization on a statewide basis. Dr. Albert T. Pimentel and Gary W. Olsen also did a fine job describing the NAD programs and services in the first Annual Report for 1981 and 1982, which provides a brief overview of the many activities of the NAD on behalf of its constituency. In this paper I will give you an overview of the NAD and then discuss the role of State Associations and how we can enhance greater involvement of deaf people in the consumer advocacy and leadership activities that will impact the quality of lives of deaf people in America.

Overview of the National Association of the Deaf

Before 1880, deaf people did not have any formal organization on a national basis although Gallaudet College was already in existence and a number

of State Associations including the Empire State Association of the Deaf and the New England Association of Gallaudet College Alumni were organized to focus primarily on school alumni activities. Gallaudet College was originally named the national Deaf-Mute College as a division of the Columbia Institution for the Instruction of the Deaf and Dumb and signed into law by President Abraham Lincoln amidst the Civil War.

In those days the terms "deaf and dumb" and "deaf-mute" were acceptable to the general population. It meant not being able to hear nor use voice to speak. It is interesting to note that in 1901 the second president of the NAD, Edwin A. Hodgson, a printing instructor at the American School for the Deaf, published the *Deaf-Mute's Journal* which was the foremost publication of its kind. It was not until later in the mid 1930's that deaf people began to resent the term "dumb" and perceived that it can be interpreted to mean dumbness or inability to think or act like a responsible person. Gradually, the "dumb" term was dropped as suggested by deaf people themselves even though this term is still widely used in other countries throughout the world.

Still in 1983, there are many people who are ignorant or unknowledgeable about deafness and continue to label deaf people as "deaf and dumb" or "deaf-mute." This stereotyping tendency often hinders deaf people from earning a meaningful living and leading a full life in their own rightful way. This is what the NAD and State Associations are all about.

The NAD is a consumer advocacy organization which is primarily charged with a responsibility to increase awareness to the general population about the positive aspects of deafness. The role of the NAD is to organize deaf people and advocate the rights of deaf people. This mission cannot be successful without the involvement and participation of deaf people in these

consumer advocacy activities on local, state and national levels.

In 1880 a resolution was passed at the international conference on education of the deaf in Milan, Italy, to forbid all teachers of the deaf from using sign language with deaf children in schools for the deaf. The teachers and administrators at the conference felt that sign language was detrimental to the development of speech of deaf children and, also, harmful to their learning behavior. There were no deaf teachers at the conference and deaf people were not consulted about this matter before the resolution was passed. This resolution disturbed the deaf people in America a great deal, and in the summer of 1880 a group of about 143 deaf leaders from several parts of the country convened in Cincinnati to organize the first National Convention of the Deaf-Mutes to address the concerns of deaf people in America and to advocate their rights to live their lives as individuals.

For the next seventy years other problems emerged. One problem was that deaf people were having trouble getting good jobs, and getting promotions. They were always told that they needed to be able to use the telephone, or to be able to talk to hearing co-workers. Another problem was that some officials were questioning whether deaf people should be allowed to drive cars. The assumption was that since they could not hear, deaf people might be unsafe drivers. These problems were addressed by the NAD and slowly attitudes begin to become a little more positive about the abilities of deaf people.

The NAD also attempted to be involved in a variety of legislative issues as they impacted the lives of deaf people. The NAD was instrumental in influencing the Civil Service to relax its job entry requirements for deaf people by allowing them to take a different examination commensurate with their cultural and language experiences.

It was difficult for the NAD to do a great deal more for deaf people because the NAD had no money or staff to carry out the mandates of deaf people; NAD was virtually a volunteer organization. Its leaders and membership could contribute only so much time up to a point; they had full time jobs, families to take care of, and often were involved in many other activities in their local communities. It was difficult for the NAD to increase its membership because there was no structure for deaf people from local towns and states to relate to the missions of the NAD.

The Early Days of State Associations

During the early 1900's, deaf people were not very mobile. It took many days to travel to places by wagon and trains. Airplanes were new; no one ever dreamed that they would become the primary means for long distance travel. Many deaf people limited their travels to nearby towns for social purposes. Television was beginning to emerge, but generally deaf people were isolated in their home areas and

did not know much about what was happening elsewhere.

For many years State Associations met infrequently and generally nothing much happened between school reunions. Over a period of time, as deaf people moved from one state to another, they brought different needs and concerns to their new State Associations which broadened the views and missions of the State Associations.

Gradually, but slowly, some State Associations began to focus on other issues related to employment, rehabilitation and welfare needs of deaf people in their states. Educational issues and loyalty to their alma mater continued to be the prevailing motives for bringing concerned alumni and other deaf people together in State Association meetings and school reunions. Many State Associations continued to have problems in addressing needs of deaf people on a statewide basis. There was no structure for deaf people to advocate their special needs as statewide organizations.

Over a period of time, we saw some progress in society, which enabled deaf people to become involved in organized activities. Transportation was becoming more modern and faster than before. Deaf people traveled more frequently and participated in sports activities and attended church conventions. Deaf clubs were formed and many loyal members contributed many hours to operate their clubs for deaf people. Televisions became a necessity in many homes of deaf people. Although there were no interpreters or captions on TV until recently, deaf people seemed to enjoy watching TV programs, especially when there was a lot of action in the programs. The emergence of captioned movie films funded through the federal government had a tremendous impact on the lives of many deaf people; it made them more aware of the larger society. The National Theatre of the Deaf brought greater awareness and sensitivity to the aspects of deafness in the general population.

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Reorganization of the NAD

In 1956 a group of leading deaf people from 20 states met in Fulton, Missouri, to talk about the NAD's problems and needs. It was decided that the NAD must be reorganized to allow more deaf people from local and state levels to be represented at the NAD conventions in a similar pattern as the United States House of Representatives.

Thus the NAD became a federation of State Associations. Each State Association, through its cooperative agreement with the NAD, would send a number of representatives in proportion to its membership to the Council of Representatives at biennial NAD conventions. During conventions all members including representatives, board members and other convention attendees would have the opportunity to participate in a General Assembly to deliberate on broad issues and concerns of deaf people. The Council of

Representatives would then follow through on recommendations of the General Assembly and establish convention mandates for the NAD.

In 1964, it was realized that, although the NAD now had a structure and a cooperative relationship with State Associations, it was still a voluntary organization; it lacked funds to hire staff to carry out its mandates. It so happened that a courageous young man, Frederick C. Schreiber, who was working as a linotype operator at the Government Printing Office (GPO) in Washington, D.C. and was serving as a Secretary-Treasurer of the NAD, shared a dream that the NAD could become a powerful consumer organization of deaf people.

Even though he had a good paying job and a family with four young children, Fred Schreiber decided that he would leave his GPO job and work for the NAD as its first Executive

Secretary at a very low pay. He had vision and was confident that NAD could raise money to accomplish its objectives. He was successful in securing grants from the federal government for specific projects. He started with an annual budget of \$45,000 and was able to hire a part time secretary, and rent a small space in Washington, D.C. He initiated a Census on Deaf People and organized sign language instruction classes for hearing people throughout the country. He applied for a grant to start the Registry of Interpreters for the Deaf and was instrumental in the establishment of the Professional Rehabilitation Workers with the Adult Deaf, which is now known as the American Deafness and Rehabilitation Association. He dreamed of NAD's making a lot of money, so he designed and developed a publishing business for the NAD. The business sold many books and made a lot of money for the NAD. Many State Associations have contributed to the sale of these books to people in their states. NAD grew and developed into a strong and viable national consumer organization of deaf people. They had to move to larger space several times and had to hire more people to work for the NAD.

Today NAD is a big business and operates on an annual budget of at least two million dollars. It has approximately 50 staff workers and owns a three story building. Other national organizations serving deaf people moved into the building and lease space from the NAD; now the entire building is filled with entirely deafness-related organizations. Our present executive director, Albert T. Pimentel, is now concerned with the lack of space for its present and future needs so he is currently exploring possibilities for another larger building.

In 1978 the NAD opened a Branch Office in Indianapolis as a means to extend services to State Associations. The branch office concept was the brain child of the Committee on Services to State Associations which was also instrumental in the development of a handbook on a variety of organizational issues for State Associations. Gary W. Olsen was subsequently hired as the first Assistant Executive Director for State Affairs and became Director of the NAD Branch Office. The NAD through the Branch Office provides

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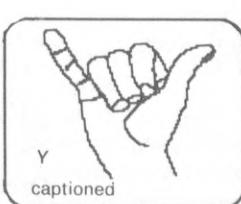
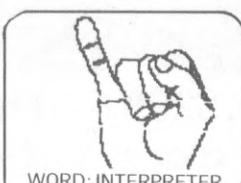
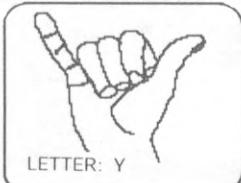
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leadership training programs to deaf people on a regional basis. It also coordinates regional conferences and national biennial conventions of the NAD. NAD collaborated with the Massachusetts State Association of the Deaf to establish a Diagnostics, Evaluation and Adjustment Facilities, Inc. for deaf individuals with severe problems in vocational development and independent living skills. NAD is currently working with several states to help them establish their state home offices. Today 50 states plus the District of Columbia, Virgin Islands and Puerto Rico are affiliated with the NAD.

By the virtue of NAD's belief that deaf people are capable of learning new job skills it has been successful in providing job training through the Comprehensive Employment Training Act, now known as the Job Training Partnership Act. The NAD manages the JTPA at both the Home Office in Silver Spring and the Branch Office in Indianapolis. It is hoped that State Associations which aspire to establish their State Association home offices will be able to emulate these model training programs in their respective states.

NAD is presently and actively involved in many critical legislative activities. NAD operates a Legal Defense Fund which is designed to pursue litigation cases related to deafness. NAD has played crucial and key roles in influencing the development of federally funded programs, e.g., captioned movie films, Model Secondary School for the Deaf, National Technical Institute for the Deaf, National Leadership Training Program of California State University at Northridge, four regional postsecondary programs for the deaf and the National Captioning Institute. NAD was instrumental in the development of important programs and organizations like the Junior NAD, Registry of Interpreters for the Deaf, Council of Organizations Serving the Deaf, Communication Skills Program and several international efforts including the World Federation of the Deaf.

NAD publishes two major publications *The Deaf American* and the *Broadcaster*. *The Deaf American* is a professional journal which contains articles about deafness and deaf people. The *Broadcaster* is a newspaper tabloid which is designed to meet the needs of deaf readership and is part of the

membership benefit for regular State Associations members who become Regular Members of the NAD by paying their NAD quota dues through their respective State Associations. NAD also strives to keep the general public informed about the positive aspects of deafness and deaf people through other means, e.g., letters, brochures, TV and radio spot news, publication of books on deafness and sign language, representation at other organizational conferences and conventions.

NAD also has a long-term commitment to the development of deaf youth through the Junior NAD and the National Association for Hearing Impaired College Students. NAD has sponsored an annual Youth Leadership Camp (YLC) for young deaf high school students from many different schools all over the country since 1969. Presently the camp is situated in the rugged country by a beautiful lake in Pengilly, Minnesota. NAD is contemplating expanding the YLC into regional YLC camps in the near future. Just recently, the NAD in collaboration with the National Fraternal Society of the Deaf established a full-time position for a Director of the Routh Relations Program. We feel that it is crucial for NAD and State Associations people to be continuously involved in the leadership training of our young deaf people to prepare them for the leadership roles of tomorrow.

Development of State Associations

Some State Associations are now dealing with legislative matters concerning deaf people as they relate to education, employment, rehabilitation, mental health, interpreting services, and other support service needs. Many State Associations have organized deaf awareness activities to sensitize the general population about positive aspects of deafness and supported teaching sign language training programs for the public.

A number of State Associations played a key role in the establishment of statewide commissions on deafness and the hearing-impaired to study the problems and needs of deaf people and to coordinate improved social services to deaf people.

State Associations participated in the development and establishment of interpreter referral services and training interpreters. They provide forums on

deafness and deaf people to the general population. They act as watchdogs on state legislations as they impact on the rehabilitation, education and social services for deaf people. Some of them even monitor state legislators and prepare legislative bills for action. A number of State Associations work with parent organizations to help new parents of deaf children and their families to learn how to raise their deaf children.

As a result of the willingness and commitment on the part of State Associations to expand their leadership roles in a variety of statewide issues as they impact the lives of deaf people, NAD has been called upon to provide leadership training programs to deaf people who have potential to become good leaders but never had the opportunity to do so.

We see that deaf people in local and state organizations now have stronger and larger political voices in their respective communities. We see more deaf people serving on school boards and policy and advisory committees in various governmental and public agencies. Nowadays we see deaf people becoming successful as employees in business, industry, education and government. Even a number of them have become engineers, scientists, accountants, lawyers, medical doctors, psychologists, dentists, computer programmers, art directors, designers, and many more professional accomplishments. More and more deaf people are receiving advanced degrees and assuming higher administrative responsibility in their employment.

State Associations have developed stronger membership representation within the NAD and have impacted on the direction of the NAD with respect to its overall goals in the betterment of the lives of deaf people, e.g., full accessibility, full participation in citizenship, quality of education for all deaf persons, more employment and increased work mobility, quality human services for deaf people, flexibility in communication modes among all deaf persons and greater awareness of deafness and deaf people among all Americans. Without strong State Associations the NAD cannot effectively pursue these goals. The structure within the NAD has allowed all deaf people to have input into the deliberations of

issues of deafness and deaf people.

For example, a deaf person who is a member of a local deaf club may raise an issue, e.g., discrimination in employment to membership at the club. The club may elect to advocate an end to this discrimination as it may affect many other deaf individuals in the state and elsewhere. The club then proposes a resolution to this effect to its respective State Association which may then adopt a resolution to bring the issue to the attention of the National Association of the Deaf.

The NAD has developed a means by which a State Association can share its resolutions or concerns with its neighboring State Associations in a region. Presently there are four NAD regions with approximately 12-14 states per region. Each region holds a regional conference in the fall or spring just before the next NAD convention following their respective State Association conventions. The resolutions and issues submitted by State Associations to their respective regional conferences are deliberated. Then resolutions from regional conferences are adopted and presented to the NAD convention for its consideration and action.

This system has allowed more representation of deaf people in America in the deliberation of issues and concerns as they relate to deafness and deaf people. It is also through this representation that deaf people, through their local and state affiliation, have more direct impact on the directions and operations of the NAD.

The NAD will start a new training program for State Association officers and we expect that it will help many officers to be better prepared for the rigors of State Association leadership. The first training program will be held in Denver, Colorado this fall. If it proves to be successful, we hope to expand it into regional training programs in the future.

NAD's Role in Politics

NAD has long recognized the fact that it is politically difficult to lobby or advocate the interests of deaf people on Capitol Hill. Our numbers have long been too small for the Congress to be concerned with. There is a long history of infighting among organizations in the deaf community about a variety of issues; Congresspersons were

not impressed with our inability to work together. NAD decided that something must be done. In January, 1983, NAD decided to collaborate with the Council on Education of the Deaf to organize a coalition of 11 national organizations with strong interest in public policy issues concerning deafness.

The Council of Organizational Representatives meets on a monthly basis to develop cohesiveness among organizations of and for the deaf regarding public policy matters through coalition by (a) setting up a legislative network and (b) establishing an ongoing communication network among these organizations.

The Council is charged with responsibility to identify the major areas of legislative interest of each of the organizations by (a) clarifying what current legislative and regulatory issues entail agreement of all of the organizations of the coalition, and (b) introducing new legislative matters which might be promoted by the coalition. Alexander Graham Bell Association for the Deaf, by the way, is a strong advocate of the legislative coalition concept and has made a commitment to take an active role in it; in fact, the President of AGBAD was the chairperson of the first coalition conference and has offered his services to coordinate the coalition activities until a permanent staff is secured for this.

The Future

NAD still has a long way to go. Our problems with deafness will never go away; they only become more complex as we find new solutions to alleviate problems of our deafness. Awareness and education of the public about deafness and deaf people will continue to be high priorities. We must continue to search for ways and means to greater involvement of deaf people in consumer advocacy and policy-making efforts.

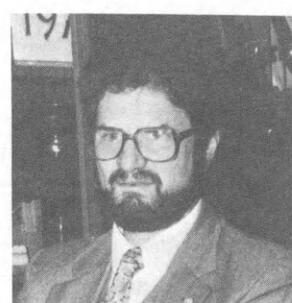
The Council of Representatives of the 1982 NAD convention has called for the concept of Fulton Conference Revisited to take another look at how the NAD can be restructured to allow greater involvement of deaf people in the consumer advocacy movement. The dream of the 1956 Fulton Conference has been partially realized. We have been successful in setting up a

federation of State Associations, but we have not succeeded in establishing a network with local clubs and service agencies for deaf people.

Some states have managed to set up a network with local organizations, but there are many unserved deaf people, e.g., deaf women, deaf minority people, multihandicapped deaf people and many others who have been educationally and socially deprived and have not achieved their highest level of aspiration. This will be the main focus for the next NAD convention in Baltimore in 1984.

The theme for the convention will be "Greater Involvement through New Directions and Structure." A board study committee has been instituted to present a conceptual framework that may address the above issues and concerns to the Council of Representatives in Baltimore and the development of new directions and structure will take place throughout the next administration. We should then be ready to implement the new structure at the 1986 NAD convention in Salt Lake City, Utah.

We also established other board study teams to address other issues that are related to the overall structure of the NAD: public relations, membership promotion, talent search, resources, development, fundraising and services to State Associations. I have learned in the hard way that NAD is a "never-finished" business; it is something like chopping down a huge tree and not seeing the benefits of a befallen tree until many years later. The rewards are intrinsic and it takes a lot of patience and perseverance to effectuate positive changes in the lives of deaf people. NAD cannot do it alone. We need you to become involved in these important missions. ■



(Dr. Hurwitz is the President of the NAD.)

One day a deaf person at a party commented, or rather lamented, that the hearing people at the party were not signing as they spoke only by voice to each other, leaving deaf people out of their conversation. I was at that kind of party many times - and I, too, have noticed that same thing. Once a hearing woman told me in sign that the deaf people signed too fast for the hearing people to understand. She lamented that the deaf people did not use their voice so that she could participate in the conversation. This bit of irony is at times unsettling because it seems that deaf people with their limited growth in speech could never perfect their speech; whereas hearing people have been known to perfect their signing skills.

Here is an article contributed by a deaf man who poses questions and offers suggestions on how the conversation between hearing people who also sign can include deaf people. Anyone who has ideas, suggestions, or other perspective on this same issue is very much welcome to contribute an article in the "In Communication" section of the Deaf American.

IN COMMUNICATION

COMMUNICATIVE SKILLS PROGRAM

"WILL YOU PLEASE SIGN?"

by Carl Earwood, RSC

The question "Will you please sign?" is often asked by deaf persons or people who know how to sign. Unfortunately, we also often have to ask interpreters this question. It is most puzzling that, when a deaf person is present, an interpreter often forgets to utilize acquired manual communication skills to sign. I am not suggesting that the interpreter should assume the responsibility of interpreting the conversation, but merely that he or she sign on a courteous individual basis.

This article presents some of the feelings of deaf persons who are frustrated and annoyed by this "forgetfulness" on the part of professional interpreters. Why is this memory lapse such a common occurrence? What can be done? Let us see if we can unfold some causes and suggest some cures.

I. Why is This Happening?

The first assumption is that it has not yet become "natural" for interpreters to sign when in the presence of a deaf person. We understand that it may take time to develop a habit of signing when a deaf person is present. However, this is an issue concerning even the most experienced interpreter. In many instances, those who hold a CSC are in-

cluded in this group of people who neglect to sign. It seems apparent and also logical that a professional interpreter should have the consideration and insight to sign when in the company of a deaf person.

In addition, it would seem that the education one acquired would have influence in shaping an interpreter's habit. Perhaps we are not successful in training interpreters to develop the attitude that they should sign when a deaf person is present. Proper attitude is a very important part of an interpreter's character, and it may be that we are failing to instill and develop this attitude. Why is this so? Common remarks such as "it is not natural yet," "lack of training," and "the lack of attitude development in this aspect" indicate that attitude development/modification should have immediate priority.

II. Why Should One Sign?

Before any progress can be made to enhance communication, the interpreter needs to recognize the problem and desire a behavioral change. It is not fair nor necessary for the deaf person to be excluded from a conversation even if he/she is not originally part

of the discussion. When hearing people are within earshot they can join in a conversation just by eavesdropping or simply from innocently overhearing voices.

A good example of this was illustrated at a luncheon recently. There were a few deaf people mingling together and several hearing people, most of whom knew sign language very well. During the course of this luncheon, it was apparent the only individuals who were signing consistently were the deaf people.

The hearing people signed only if having a personal conversation with a deaf person. However, as soon as the conversation was over, the hearing person stopped signing and began talking to other hearing persons. It was impossible for the deaf persons to join in new conversations when the hands of the hearing people were more involved in the potato chips and dip than in keeping an open flow of communication.

It is my belief that this is a problem of attitudes. We need to develop a course and instill awareness in our interpreters of the concept that they need to acquire sensitivity to utilize sign at all times when in the presence of deaf persons.

This does not mean that an interpreter must sign when there are no deaf people present. But if circumstances begin to involve a deaf person, it should be natural for interpreters to begin signing. "Oh, but I didn't know you were here" is the usual response. And this is acceptable and understood when it is unknown that a deaf person has walked into the room. The problem arises when a deaf person's presence is evident but no effort is made to include that person in the conversation. The most peculiar fact to comprehend is when the deaf person is in full view and the interpreter still "forgets" to sign. "Oh I'm sorry I forgot" has been said over and over. But, how many times does an interpreter forget before it becomes a natural thing to sign?

III. What Can Be Done?

The first step rests with the interpreter. He or she should want to develop a desire to sign when a deaf person is present. When the desire is

present, then respect for the deaf person is inherent. This inherent respect for deaf people as equals facilitates an awareness of presence without the blare of trumpets. This respect is born of a desire to accord deaf people equal access to information so readily available to hearing people.

The next step is for interpreting services and interpreter training programs to include attitude formation and/or modification programs as part of the curriculum or in-service training. The proper training in educating them as professionals is crucial at this point and its inclusion stresses the attitude that deaf people are equals. Cross-cultural training would be an excellent tool in this process as it emphasizes cultural differences and similarities and establishment of respect for these differences and similarities.

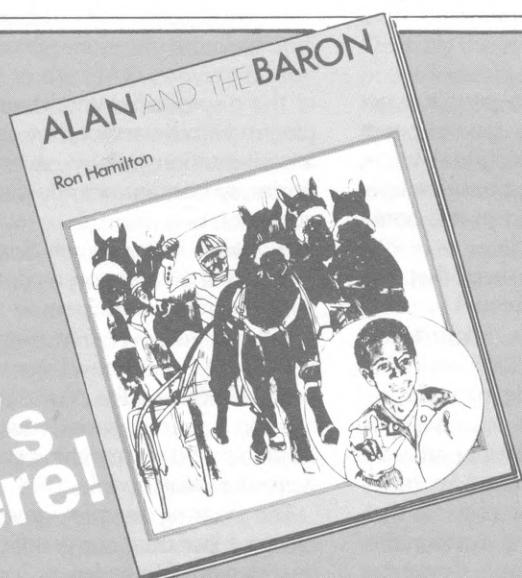
IV. Conclusion

This article is not meant to be critical but to illustrate some inadequacies that

are prevalent. Only by honest expression of feelings and thoughts can the deaf people help the Registry of Interpreters for the Deaf (RID) and its members through its growing pains as a profession. Attitudes are as important, if not more important, than superior skills. One of our goals is to strive to help everyone be more comfortable communicating, which include for deaf people refraining from having to ask the question "Will you please sign?" It is hoped that by exposing discontentment experienced in everyday communication, relationships between all members of the deaf community will be refined and strengthened. ■

The author wishes to thank Dr. Peter Seiler, RSC, and Carol Convertino, interpreter trainee, for their help in writing this article.

(Mr. Earwood is an Instructor—Interpreter Trainer at the National Technical Institute for the Deaf.)



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THE SENIOR CITIZEN SECTION

by W. T. Griffing

A friend of whom we are quite fond wrote us to say she really enjoyed the nonsense we bring to you in this department. We thank her for the complement and as a result of it we are encouraged to continue our merry way downhill the avenue of life. Brace yourselves! ■

In MATURE YEARS some of the verse used by Helen H. Thompson appeals to us and we hope you will agree that it is good to visit with you again, using grooks. Grooks express feelings with which many human beings can identify. Here we go:

Memento Vivere

Love while you've got
love to give;
Live while you've got
life to live.

A Word Of Encouragement

Stomach-ache can be a curse;
heart-ache may be even worse;
so thank Heaven on you knees
if you've got but one of these.

A Tip

Those
who can write
have a
lot to
learn from those
bright
enough
not to.

We are thinking, seriously, of writing to request that a deaf person be considered for a role in the next space ship launching. Just think what fun it would be to see our Charlie floating around

in space while sign/singing "On The Banks Of The Wabash." Or it could be Charlotte smiling at us from way up yonder while discussing the merits of a certain shampoo for space situations. Do not laugh at us. Remember there is always a last laugh! ■

When is the NAD going to show more interest in its Senior Citizens? We have a Senior NAD Organization which, to us, seems very much disorganized at this writing. We thought after Cincinnati that the organization would be funded. We do not think it has been, but correct us if we are in error here. Senior Citizens "folding green" can pack a big wallop. Know it? Right now we question the \$2.00 membership fee as a sound investment. How do you feel? ■

TV's captioned "Dynasty" became an instant favorite with deaf viewers. We inwardly scold Blake for being so bull-headed, and we itch to escort that Alexis out to the woodshed for a wham-bang-wham session. Now we have to wait until October to find out who set fire to the cottage and whether Krystal and Alexis escaped a fiery death. This is enough to drive one up a wall.

Those who went overboard with "The Winds of War" will have to wait a few years before picking up this series again.

Youth, dear youth, our hope in years to come, where art thou? ■

They say you are really old when you think the term *instant recall* has to do with defective cars instead of a memory function.

A messy situation resulted in Tulsa when a young Jewish lady decided to

renounce her faith and become a Christian. Her parents took the issue to court, claiming that at 18, although a high school graduate, she was incompetent to make decisions on her own. The Oklahoma Association at first intended to file a protest against the decision of the judge, but backed off when shown clearly that this was a matter of parental control and religious beliefs. It is a sad situation. ■

How do we know we are growing old? Ha ha. Anyone with an IQ of 50 and a full set of bones knows for sure! ■

Congratulations to Gordon Allen up in Minnesota where folks throw catfish to the pigs. (In Oklahoma, markets sell catfish fillets at \$3.73 a pound!) Gordon was recently honored with a very distinguished award by Gallaudet. No one deserves it more than he. Gordon, in his wise way, turned to his wife at the award ceremony and said, "I am not a self-made man; I'm a Myrtle-made one!" See why he was singled out for the high honor he received? ■

We simply cannot leave you like this—we have to tell you that we love each one of you. May your bones creak less and may you take the steps three at a time! Bless you! ■

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This article is the fifth in a series of six based on early student records of some of the oldest schools for the deaf in the United States.

Prior to 1850, censuses did not enumerate all members of a family, therefore, students names in these records may not easily be found in other sources.

PENNSYLVANIA INSTITUTION FOR THE DEAF AND DUMB 1820-1835

by Maryly B. Penrose, C.G.

The Pennsylvania Institution for the Deaf and Dumb was established at Philadelphia in 1821 and was the third school for the deaf in the United States.

The man credited with forming the school was David G. Seixas who, in 1820, started classes at his own expense for the instruction of twelve pupils in Philadelphia. The existence of his school came to the attention of several prominent Philadelphians who arranged to meet with Mr. Seixas on April 8, 1820, at which time they proposed the establishment of an institution to educate the deaf throughout the state.

The members of the Pennsylvania Institution for the Deaf and Dumb met at the Hall of the American Philosophical Society in Philadelphia and elected Reverend William White as their President. At a subsequent meeting they voted to engage Mr. Seixas as teacher at a yearly salary of one thousand dollars and also to send him to the American Asylum in Hartford, Connecticut where he was to be shown the teaching methods of Thomas H. Gallaudet and Laurent Clerc.

On January 10, 1821, David Seixas took six students from the school to Harrisburg where they were presented

to Governor Joseph Hiester and members of the State Legislature. The effect of their visit resulted in the unanimous passage of an Act creating the Pennsylvania Institution for the Deaf and Dumb on February 8, 1821.

The school was located in a rented house on Market Street, formerly occupied by the Widow's Society, and in November 1820 had an enrollment of eighteen students. The rules of admission required that the parents or guardians "relinquish him or her to the sole control of the said institution, so long as the directors thereof may deem it proper to retain him or her therein."

Among the early entrants to the institution was Albert Newsam who had been left at the school by a deaf man representing himself as the brother of the thirteen-year-old boy. Following a period of instruction, Albert's "acquisition of language has enabled him to communicate to his instructor, that the man by whom he was left is not related to him, and from information derived from Albert, he is supposed to have come from some town on the Ohio river." This same young lad, Albert Newsam, went on to attend the Academy of Fine Arts and became the leading lithographer of his time. He

was also the designer for the monument to Thomas H. Gallaudet at Hartford, Connecticut.

In the fall of 1821, David Seixas was dismissed as principal teacher, having been charged with certain improprieties at the school. The Board of Directors of the school, now without any instructor, quickly negotiated an agreement with the American Asylum which granted Laurent Clerc a six month leave of absence to serve as Principal of the Pennsylvania Institution commencing on October 23, 1821.

Laurent Clerc returned to Hartford, Connecticut in the spring of 1822 and the Board of Directors, acting on Clerc's recommendation, appointed Mr. Dillingham to succeed him as principal of the institution.

In 1825 the school moved to a new building on the corner of N.W. Broad and Pine Streets where it remained until the year 1892.

The enrollment lists are contained in the original record books of the institution maintained at The Pennsylvania School for the Deaf. The name, residence, and date of birth have been enumerated for each student admitted to the school from 1820 through 1835.

Admitted	Name	Residence	Birth	Admitted	Name	Residence	Birth
1820	Elizabeth Buckius	Philadelphia	1808		Mary Hartman	Philadelphia	1811
	John Carlin	Philadelphia	1813		Mary Ann Heeler	Philadelphia	1810
	John Christopher	Philadelphia	1804		Philip Jones	Allentown	1805
	Edward Cook	Philadelphia	1806		James McCauley	Huntingdon Co.	1807
	Mary Crousdell	Montgomery Co.	1810		James C. Murtagh	born - London	
	William Dilhorn	Philadelphia	1810			res. - Pittsburgh	1806
	Jacob Erringer	Philadelphia	1801		Albert Newsam	born - Ohio	1809
	Letitia Ford	Philadelphia	1806		Rebecca Rockhill	Camden, N.J.	1813
	Catherine Hartman	Philadelphia	1808		Edward Williams	Chester Co.	1806

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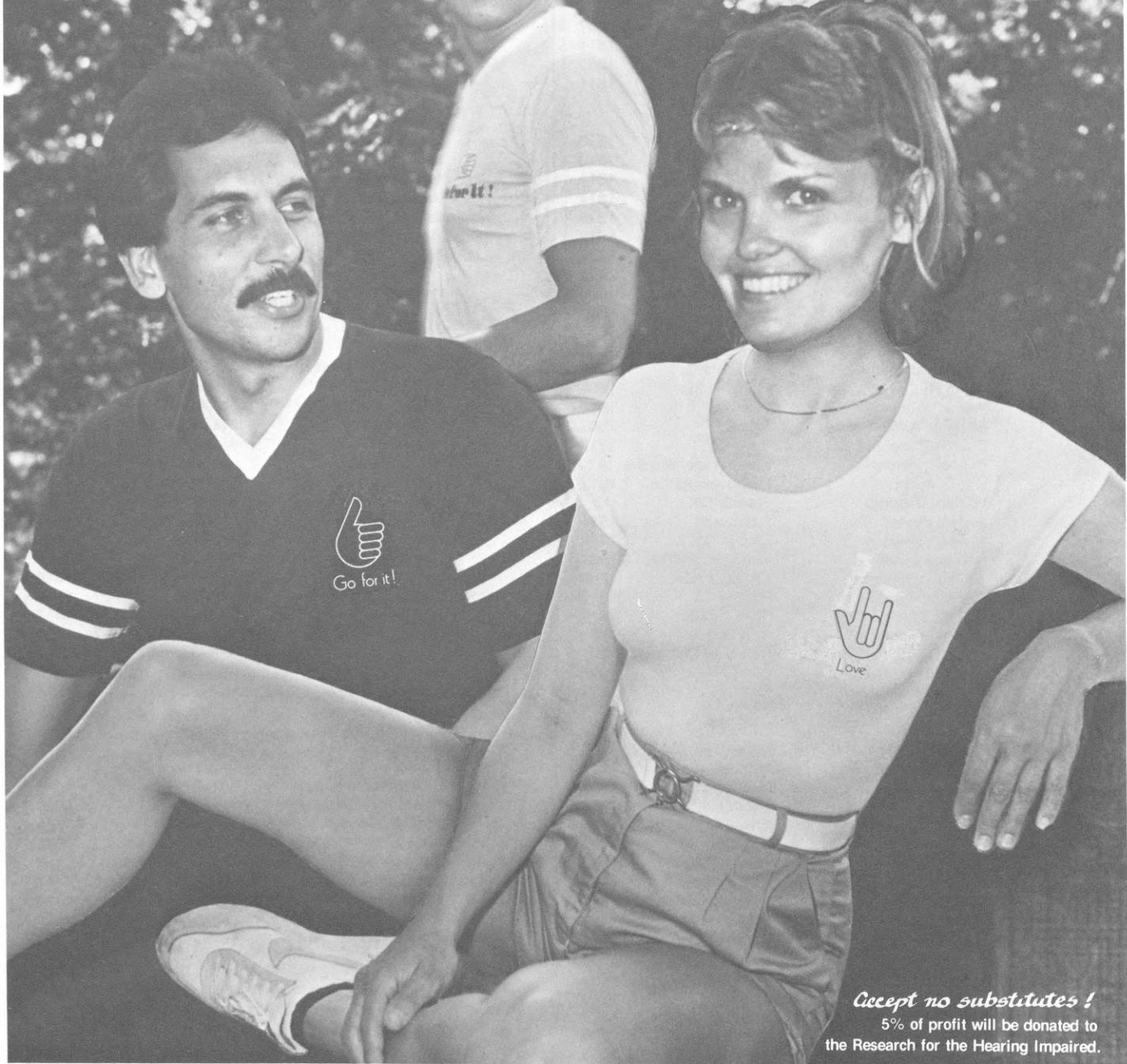
Admitted	Name	Residence	Birth
	Elizabeth Williams	Philadelphia	1807
1821	Sarah Ann Ankins	Chester Co.	1809
	William Barnes	Indiana Co.	1804
	Joseph Bates	Jefferson Co.	?
	Anthony Beaver	Lancaster Co.	?
	Elizabeth Beaver	Lancaster Co.	?
	Charles Belmont Brewer	Philadelphia	?
	Elizabeth Brown	New Jersey	?
	William Darlington	West Chester	1809
	Maria Deraker	Oxford Twp.	1813
	William Dilworth	?	?
	Susanna Ebright	Montgomery Co.	1806
	Thomas Ellis	Columbia Co.	1812
	Samuel Fahnstock	Cumberland Co.	1807
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	Sidney Hawk	Luzerne Co.	1806
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	Hannah Heaton	Fayette Co.	1810
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	Minerva Heaton	Fayette Co.	1813
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	Nathan Saeger	Lehigh Co.	1812
	Margaret Tule	New Jersey	1803
1823	Saray Bradway	Richmond	1812
	Hugh Donoho	Philadelphia	1809



Admitted	Name	Residence	Birth	Admitted	Name	Residence	Birth
	Susannah Freyman	Lehigh Co.	1813		Isabella Gossler	Berks Co.	?
	Daniel Goldner	Northampton Co.	1810		Ann Kirk	Maryland	1807
	Hannah Harlan	Maryland	1807		Mary Linser	Philadelphia	1814
	Francis Higgins	Philadelphia	1813		Eugenia Marcilly	Baltimore, MD.	?
	Caleb Hoyl	Lincoln Co.	1808		Richard May	Allegany Co.	1814
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	Anna Jarrat	Berks Co.	1800		Benjamin Paullin	Philadelphia	1815
	Jacob Rees	Philadelphia	1814		Eliza Pieffer	Philadelphia	1816
	George Steenrod	Virginia	1813		Thomas Roberts	Philadelphia	1818
	John Stott	Columbia Co.	1813		Joseph Shipps	Philadelphia	1817
	David Strouse	Northampton Co.	1807		Nancy Spear	Pittsburgh	1812
	Polly Strouse	Northampton Co.	1811		Henry Stehman	Lancaster	1817
	Arthur Sutter	Frankford Twp.	1802		Hugh Tannyhill	Westmoreland Co.	1815
	Levi Tule	New Jersey	1811				
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- 1) "Original Record Books." The Pennsylvania School for the Deaf, Philadelphia, Pa. (Enrollment records provided by Joseph P. Finnegan, Jr., Headmaster, and Cheryl Barsness, staff member.)
- 2) "An Act to incorporate and endow the Pennsylvania Institution for the Deaf and Dumb, February 8, 1821." Pennsylvania Historical and Museum Commission, Division of Archives & Manuscripts, Harrisburg, Pa.
- 3) "Laurent Clerc Papers." Yale University Library, Manuscripts and Archives. (HM 77, microfilm).
- 4) Account of the Origin and Progress of the Pennsylvania Institution for the Deaf and Dumb. (Philadelphia, PA., 1821) pp. 4-25.
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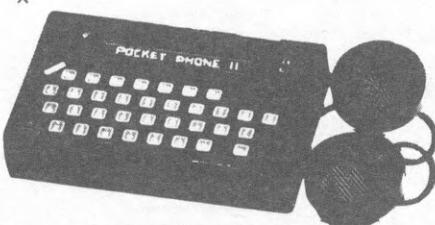
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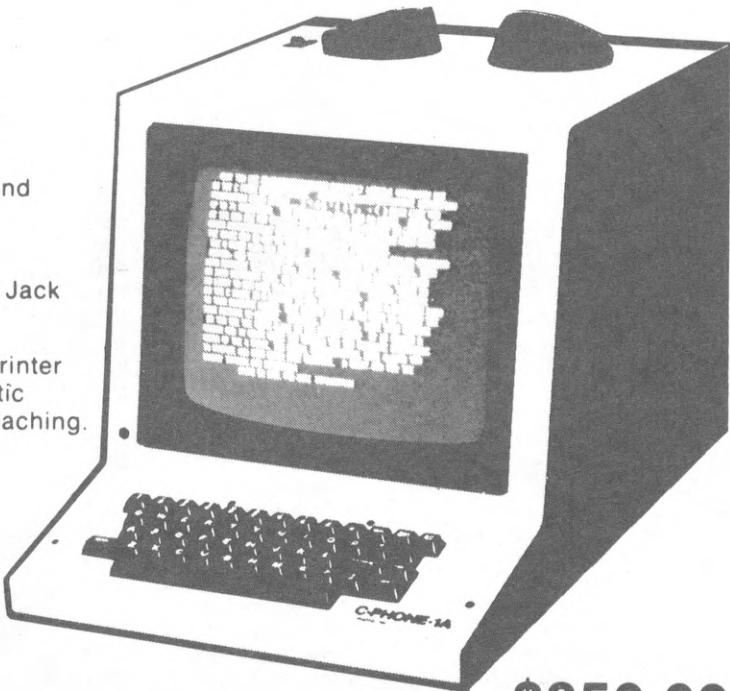
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1982-83 Boys Deaf Prep Basketball Season

New Jersey, 22-10, is Team of the Year

Alabama, Boston and Lexington Also Have 20-win Campaigns

Mark King of Fremont Named Cager of the Year

Don Hackney of Alabama Chosen Coach of the Year

Ezekiel McDaniel, coach of the junior-dominated Georgia School for the Deaf Tigers, captured the championship of the Mason-Dixon deaf prep basketball tournament for the second straight year with a convincing win over Alabama School for the Deaf in the finals. This event was held at Underhill Gym on the North Carolina School for the Deaf campus in Morganton. The gym was filled to overflowing by approximately 1,000 fans.

The victory marked the fourth time that McDaniel has won the prestigious title in his 12-year stint at GSD, the most championships earned by a coach in the 31-year history of M-D meets. Cecil B. Davis of Mississippi and Dave Bailey of Tennessee have captured three titles each.

Georgia, with McDaniel at the helm, started playing in the Mason-Dixon tournament in 1972, and since then the Tigers have won 28 games and lost only 10. The McDaniel boys made the finals seven times, winning the titles four times, and taking runner-up honors three times, and they also placed third once and took home consolation championships (5th place) two times.

Next year McDaniel will try to become the first coach to win three straight titles with a squad composed entirely of seniors. The other coaches, all from NCSD, George K. Brown (1955-56), Elmer Dillingham (1974-75), and Harleen Stamps (1980-81), as well as Ron Bromley of Tennessee (1962-63) have won back-to-back titles. "We really should be better next year," McDaniel wrote. "Every single player on the team is a junior this year, and I'm expecting us to be as good or better next year."



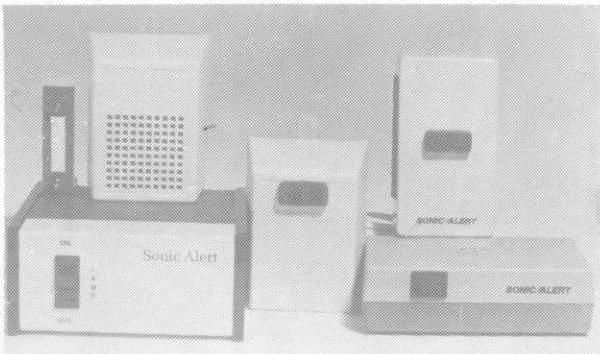
Deaf Prep Basketball Coach of the Year—Don Hackney, Head Coach of the Alabama School for the Deaf Silent Warriors. He's also Assistant Principal of the school.

Led by the M-D tournament's Most Valuable Player, Willie Brown for the secnd straight year, the Tigers outscored the ASD Warriors in the second half to win with surprising ease. Brown for the second straight year, the Tigers outscored the down 18 rebounds in the championship, missing a tournament record for total points scored in a three-game tourney by two. He set that record last year at 94.

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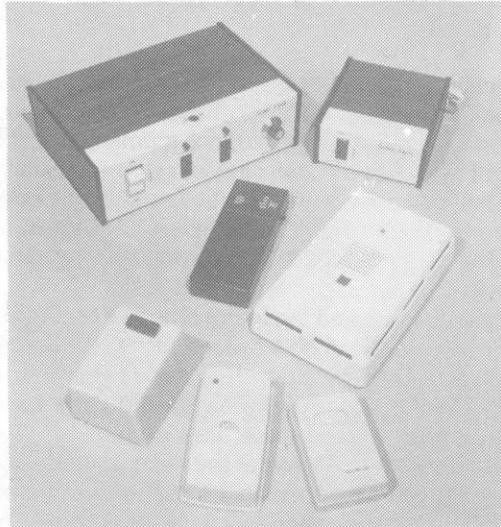


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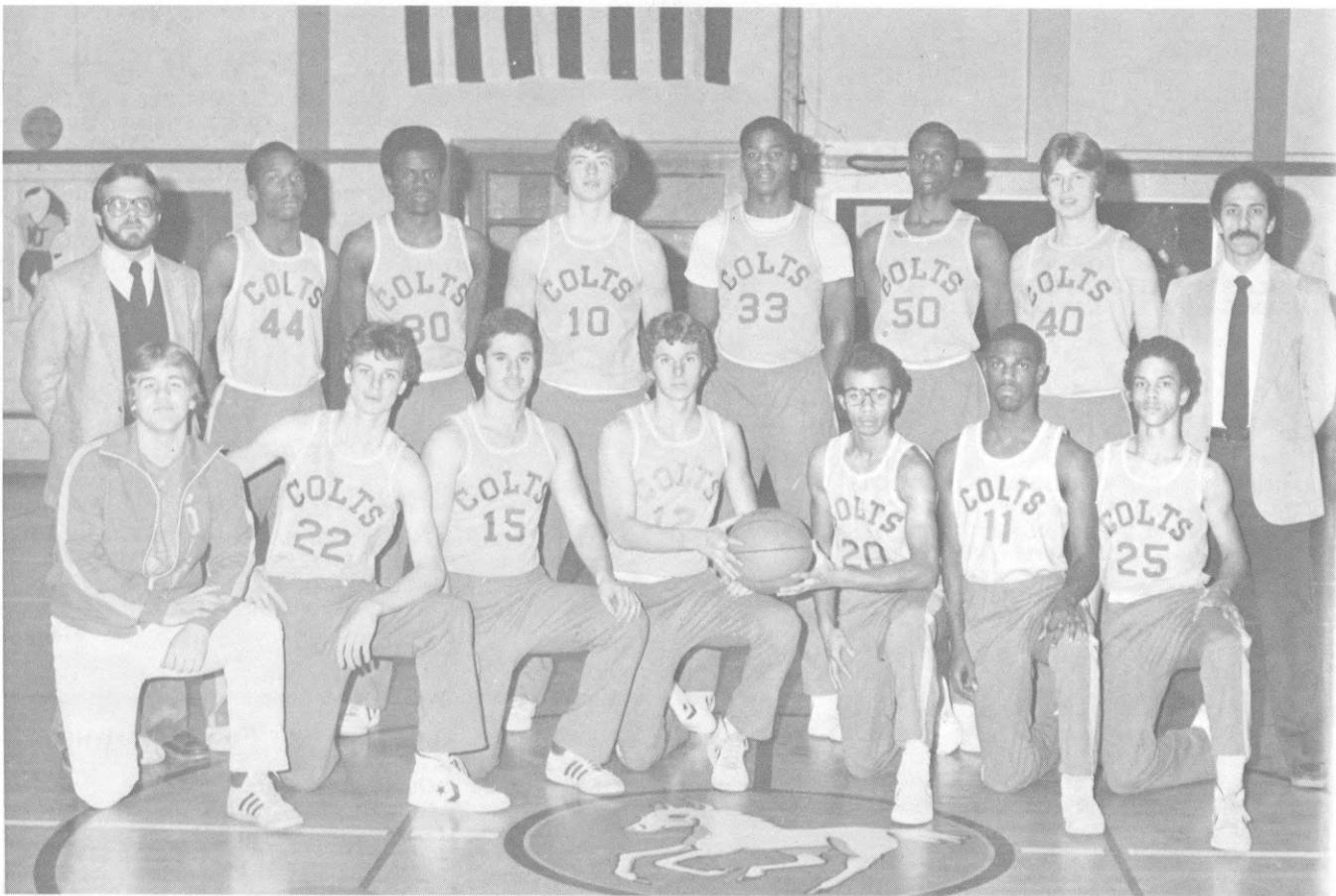
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Team of the Year—This is one of the best ever cage squads representing the Marie H. Katzenbach School for the Deaf at West Trenton, New Jersey. The players giving MKSD a fine 22-10 season are from left to right: STANDING—Assistant Coach Mike Stewart, George Morgan (44), Calvin Ingram (30), James Bingham (10), Scott Beverly (33), Walter Brown (50), Brian Murray (40), and Head Coach Phil Merlino, KNEELING—Manager Tony Crosta, John Tardugno (22), Ron Popowski (15) Tom Popowski (12), John Crawford (20) Rodd Ga trewood (11), and Carl Austin.

Georgia was 16-8 for the year, including the regular season crown in the 6-A South Sub-Region league with an 8-1 record. In the league playoff tournament, the GSD Tigers beat Cave Spring High, 42-38, in the semi-finals and Bowdon High, 81-67, in the title game in which Willie Brown tied Willie Wooten's seven-year-old school scoring record with 46 points. Then GSD defeated Adairsville High, a 6-A North Sub Region club, 61-58, to insure its right to advance to the state Class A tournament.

In the opening round of the state meet at Morris Brown College in Atlanta, GSD upset 10th-ranked Pace Academy, 51-48, Pace completing the season with a 23-5 record. Brown scored 22 points and dominated the boards with 19 caroms. Then GSD ended the 1982-83 campaign with a tough 52-45 loss to Jefferson High in the quarterfinals. Jefferson was last year's Class A champion, and entered this year's state semifinals with a 24-4

mark. GSD finished as the 9th-ranked Class A squad in the state.

Alabama, the M-D runnerup, displayed excellent basketball playing all season long, as Don Hackney guided the Warriers to an exceptional year, establishing a new school record of 20-6, and making history with the first ever 20 wins. Of those 6 defeats, two were attributed to Millerville High. Although Millerville ended the season with a sparkling 25-3 record, the ASD Warriors gave them a run for their money in one of those two contests, losing by only two points (58-56). Another loss for the Warriors came when they met powerhouse Talladega County Training School in the 1A Area 10 Tournament. TCTS, by the way, vied for the title in the state finals. Hackney lauded the efforts of the six seniors on this year's outstanding squad, including 6-3 center James Cole who made the first five All-State Class 1A second team.

Tennessee, paced by 6-2 George Randolph, who was the leading scorer in the Knoxville Area, was the other M-D deaf prep school to post a winning season, a 15-13 slate, while Eastern North Carolina, led by James Wooten, the leading scorer in the Wilson area with double figures in all 25 games, was winner over Tennessee in the M-D consolation finals for 5th place, with a 13-13 record.

Five years ago in 1978 John Bingham led the Marie H. Katzenbach School for the Deaf Colts to their 13th championship in the Eastern School for the Deaf Athletic Association Basketball Tournament, and this recent season John's younger brother, James, led the West Trenton-based school to its 14th title in the 51st ESDAA meet held at Gallaudet College's new Field House and hosted by Model Secondary School for the Deaf.

The Colts were stronger than the MSSD Eagles in the finals of this heart-

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Best of Coach Ed Leighton's CSD Teams—This is Ed Leighton's best and last team at the Northern California school, he's retiring after eight years of coaching. The players making up this California Classic championship squad are from left to right: STANDING—Assistant Coach Ken Federsen, Ken Thignen (34, 6-0), Tim Siaki (44, 6-3), Lance Fabella (30, 6-6) Mark King (42, 6-7), Jason Ingraham (40, 6-2), Tony Cordero (14, 6-0), and Head Coach Ed Leighton. KNEELING—Charles Pedersen (20, 6-0), Robert Tucker (32, 5-5), Rod Pedersen (10, 6-0), Greg Rice (24, 5-7), and Mario Moreno (22, 5-6). INSERT is Mark King, who was MVP of the California Classic and was named the nation's Deaf Prep Player of the Year.

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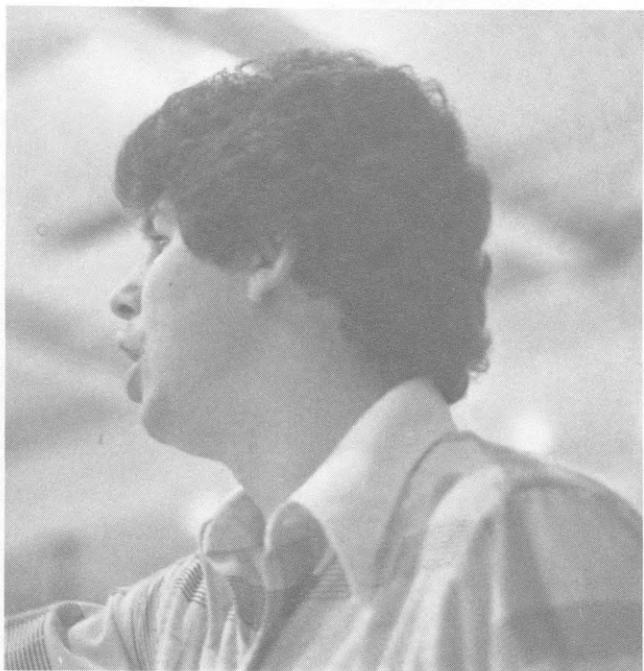
stopping tournament. "We thought we could do it at the beginning of the year," Phil Merlino, the new MKSD coach, said. "It was just a matter of time and having the boys gain confidence in themselves." We did see this game and you could not have seen a finer high school basketball game played. This was a compliment to the players and coaches and a reflection of their dedication.

New Jersey, by the way, had a sparkling season, a 22-10 mark, the best winning season since 1937-38 when Coach Fred Burbank's boys won the National deaf prep basketball tournament in New York City and ended the year with a 26-4 record. MSSD was 12-13 for the year, but this mark could be much better if Coach Tim Frelich's boys did not

lose several close games. For example, they lost 11 contests by an average of 4 points.

Maryland and Lexington, third and fourth places respectively in the Eastern meet, had fine seasons.

Dean Buck was asked to change his mind and remain as headmaster of the Maryland Orioles cage team. He was fortunate to have had some very well balanced teams for the past three years, and led the MSD Orioles to three straight winning seasons: 13-5 in 1980-81; 15-4 in 1981-82; and 16-5 this past season. Coach Buck feels that with the four returning starters, including All-American Jimmy Eckenrode, and with some very good junior varsity talent coming up, his boys will be able to live up to the No.



RHODE ISLAND SCHOOL FOR THE DEAF'S NEW BASKETBALL COACH — He is Ernie D'Gregorio, the same Ernie who was rookie of the year in the National Basketball Association nine long seasons ago. He took the \$1,100-a-season job at RISD so that he could return to Providence College, where he was an all-American guard, to take three courses he needs to receive a diploma.

D'Gregorio, a family man with three young daughters and another baby on the way, has finally abandoned any ideas he may have had about returning to pro basketball. He embarked on this new coaching career, hoping it will eventually lead him to a coaching job at a major college. RISD was 4-19 for the season.



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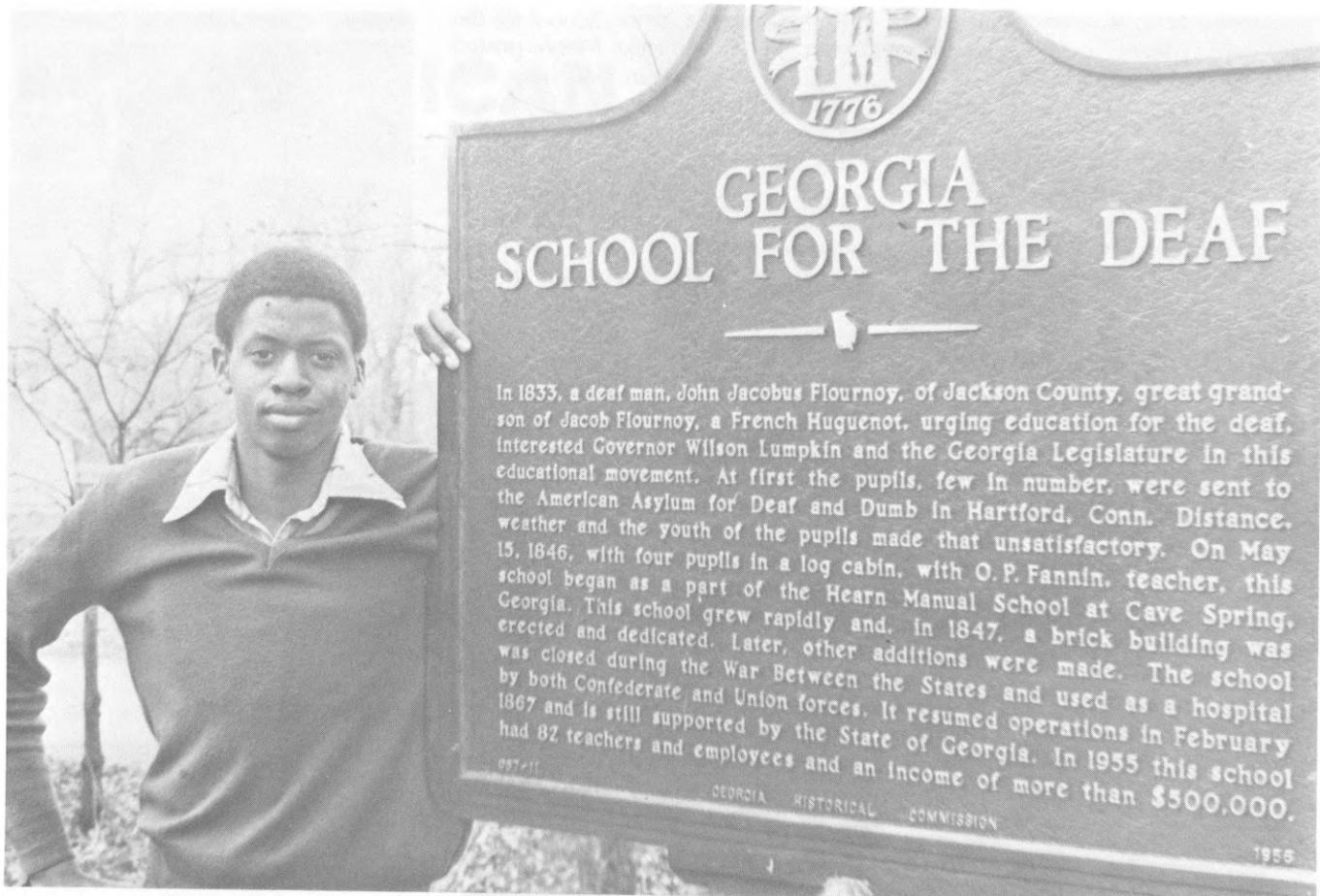
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1 seed for next year's ESDAA Division I tournament to be held in Philadelphia. During the regular season, Maryland defeated Virginia, a M-D club, twice (72-67 and 63-52), and also West Virginia, ESDAA Division II champion, two times (79-47 and 45-40).

The Orioles also had an opportunity to participate in the 1st annual Texas School for the Deaf Ranger Classic held in Austin. Although Maryland had an excellent chance to win the final game after it posted a 12 point lead at half time, the Texas team battled back very well and took the game away from the Orioles in overtime to mark its first ever tournament victory, 69-65.

Lexington had its first 20-win season, posting 20-5 for the year. The Blue Jays under Coach Bill Byrd won the league regular-season championship, but lost the league tournament title game by just two points. They entered the New York State Class D private school playoffs for the first time. They took the New York city regional quarterfinals, but lost to the state champion in the semifinals. Lexington defeated Mill Neck, ESDAA Division II runner-up, twice during the regular season, 61-44 and 54-37, and also the league tournament, 75-57.

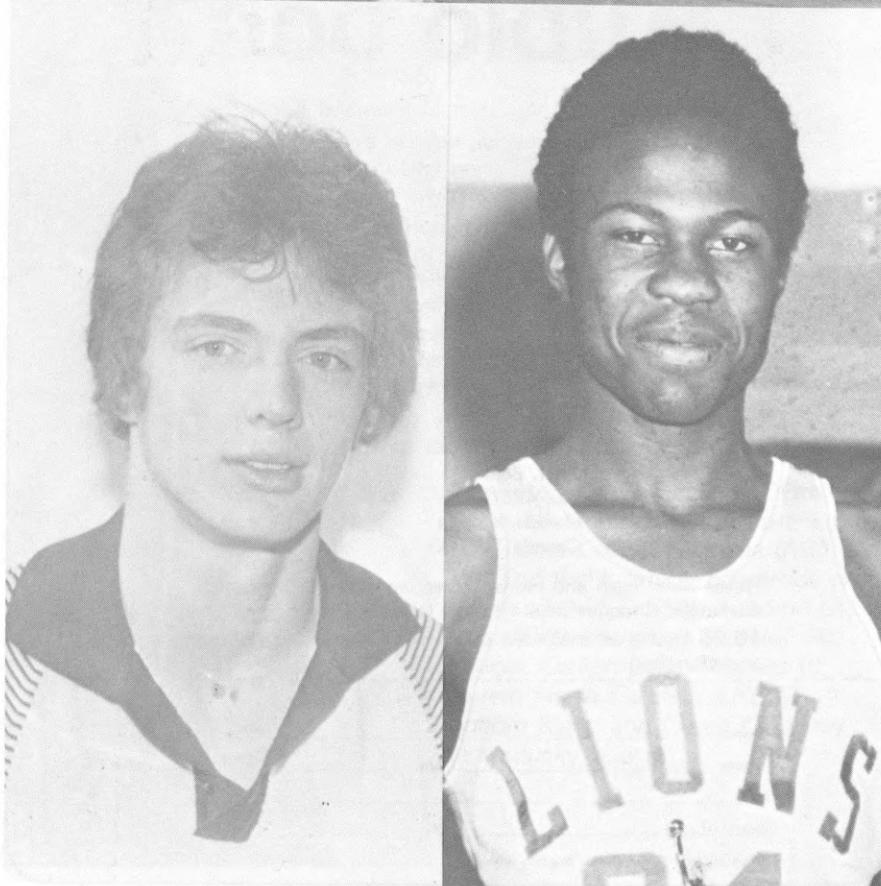
American showed much improvement under new coach Arthur Larson as the ASD Tigers had a 10-8 season, and played a satisfying ESDAA Division I tournament. In another year they should



Deaf Prep Basketball Tourney's Most Valuable Players—They are Top: Willie Brown of Georgia, Bottom Left: James Bingham of New Jersey, and Bottom Right: John Gray of West Virginia (Lions 34). They are all juniors, but Bingham is ineligible for high school competition next year because he'll be 19 before this September 1.

be playing a competitive basketball season as their freshman starters will become sophomores with only one senior, Steve Rusconi.

Jim Bingham, the ESDAA Division's MVP, became the fourth player to achieve 1,000 points in the history of the New Jersey School for the Deaf. He finished his three-year varsity career with 1,111 points. In 1958, Robert Yuhas was New Jersey's first player to top 1,000 points when he finished his four-year career with 1,617 points. In 1975, Ernie Goodis was Katzenbach's second superstar, marking a total of 2,284 points in four years at MKSD. The third player, John Bingham, Jim's older brother, scored a total of 1,393 points in 1978. It was tough for Jim Bingham because



he is ineligible to play next year as he will be 19 years old before September 1. His father, John Sr., was an excellent basketball player at Pennsylvania School for the Deaf.

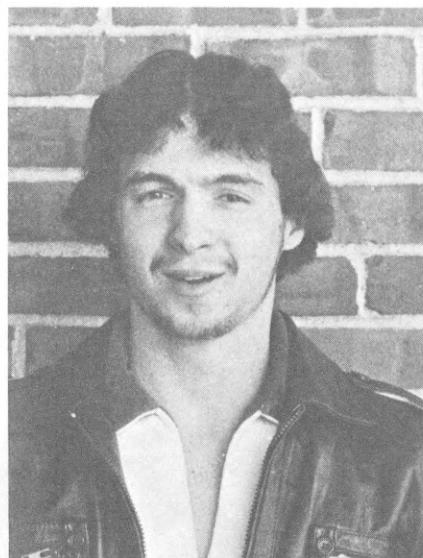
John Gray, a 6-1 junior, scored the final six points of the game, all within the final minute of play, to propel West Virginia School for the Deaf to back-to-back ESDAA Division II tournament championships. It was a come-from-behind 39-37 triumph over Mill Neck at Scranton, Pa. Mill Neck was ahead by a 37-33 score when with 60 seconds left, Gray converted a three-point play, pulling the Romney-based team to within one point. Moments later, Gray stole the ball and meshed a layup, putting WVSD ahead, 38-37. Again, Gray got a steal and was fouled, swishing the second of the two shots to complete the game's scoring. Coach Stan Mals' WVSD Lions finished the season with a 10-10 record.

Scranton's Coach Carl Frels, 5th place in Eastern Division II meet, was the only club in this group to post a winning season, 15-10, best in Scranton's history.

In the Midwest, Illinois School for the Deaf under Coach Mike Moore posted its first losing season in nine years with a young squad. Yet the ISD Tigers surprised fans by retaining their Central States deaf prep tournament title at Jacksonville, Ill. All told, it was ISD's 14th CSSD championship since 1925 and its eighth crown since 1974. The Tigers ended their 1982-83 campaign at 9-15.

Wisconsin, with Alex Rubiano still headmaster, finished at 12-7, the same record as last year, and the junior-laden Indiana squad of Coach Bob Kovatch tied the record for most wins in a season since 1940, 15-8. They were the only deaf prep clubs in the Midwest to post winning seasons. Wisconsin and Indiana, by the way, were 2-3 respectively in the 29th edition of the CSSD tourney.

The WSD Firebirds surprised 3rd seed Kansas in the opening round, avenging an earlier regular season 51-38 blowout to Indiana by beating the Orioles, one of the tourney co-favorites, in the semifinals. The Firebirds were 8-2 in the Indian Trials Conference, losing only to



Austine Scoring Machine—He is Kevin Hopkins, who was the nation's top deaf prep scorer with a 31.2 average.

Champion Ethan Allen School. They had the tallest deaf prep cager in the country, 6-9 Senior Warren Allen.

It was an exciting season for the Orioles. They won their first state sectional game since 1958 by defeating Park Tudor High, 51-46. "It's hard to explain how I felt when I watched our kids celebrating," Kovatch said. "A lot of things might happen in my life, but I doubt if anything I'll see will top the look on their faces when they know they will win. They're special kids." A lot of folks think Kovatch, a 33-year-old South Bend native and Ball State University grad, is sort of special himself. Now in his ninth year at ISD and his fourth season as head basketball coach, Kovatch also drives the bus on road trips while his wife, Mary, coaches the cheerleaders and is the score-keeper at all the games.

As expected, the Kovatch boys lost to Manuel High School, the city champion and the No. 2 team in the state, in the semifinals. The Redskins then went on to win their 23rd game in 25 outings in the sectional finals. Although the score was one-sided, the ISD Orioles were praised for their poise, aggressiveness and teamwork. ISD was honored again when two juniors, 6-1 Mike Stultz and 6-2 Daric Brye were named to the All-Sectional Team. It was the first time that the Indianapolis-based school had all-sectional players since David Catt in 1975.

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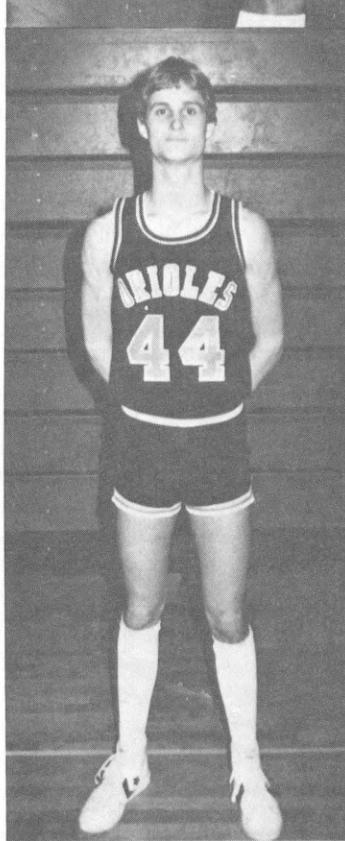
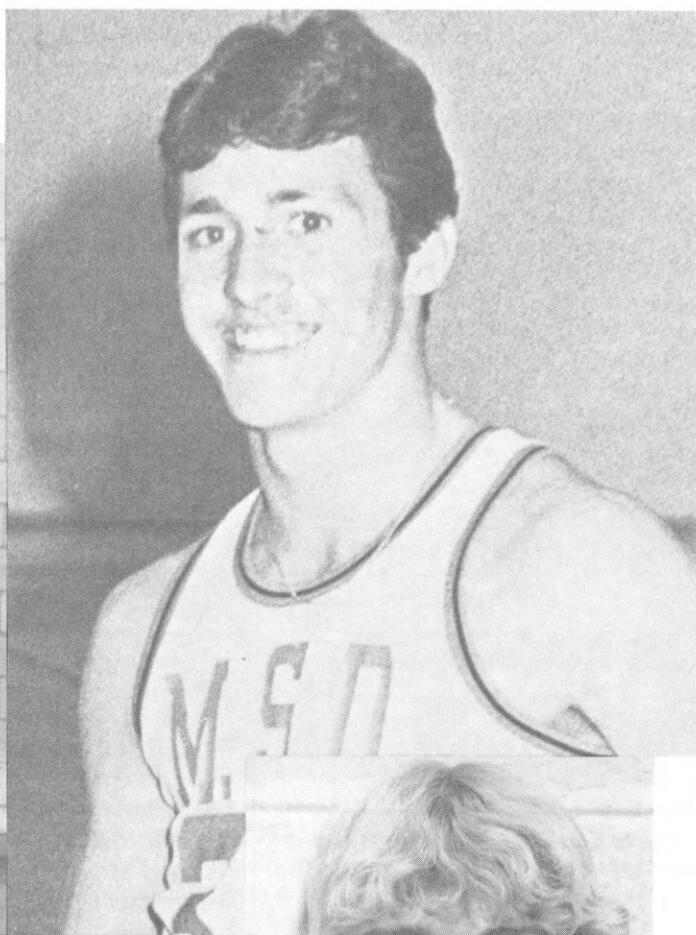
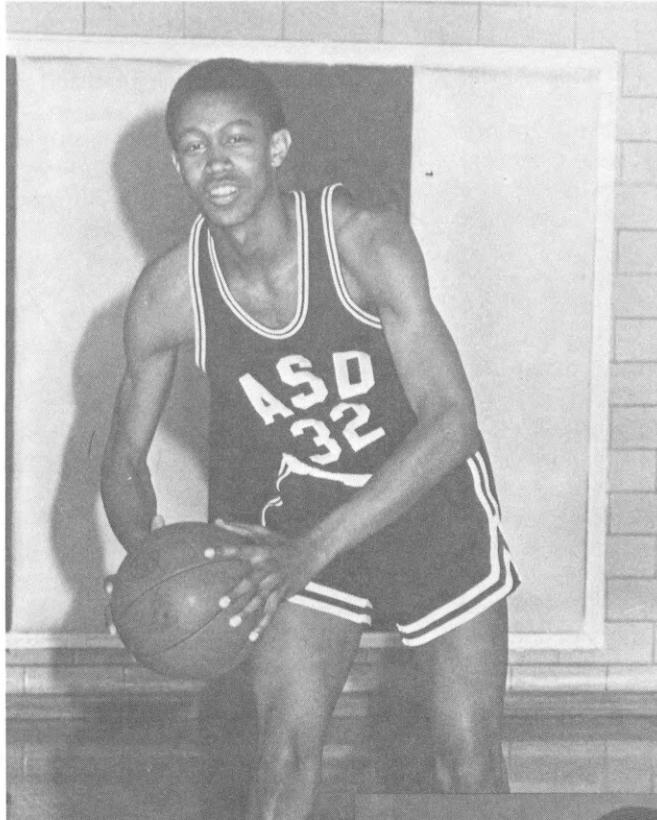
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well as the team's top scorer. A deaf prep all-American, Stultz could play for a lot of teams. Brye, from Indianapolis, was the team's leading rebounder. He had more than 20 rebounds in seven games this season. He's still growing and getting better all the time. And we would like to say a few words about Tommy Perkins who was the only senior starter on the ISD five. A 5-10 key playmaker from Evansville, Perkins started in 86 consecutive games for the Orioles in four years. He is a very good student, and has been accepted at Gallaudet College.

During the regular season, Indiana defeated Kentucky, a Mason-Dixon club, 66-54.

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On the West Coast, Mark King's accomplishments as a basketball player at California School for the Deaf, Fremont, were remarkable. As a 6-foot-7, 205-pound center for the CSDF Eagles, King averaged 16.4 points and 16.5 rebounds this season while leading the team to a 13-8 record, the only winning mark among deaf prep schools in the Farwest. This was the best record since 1971 when the Eagles were 18-9 and paced by 6-1 John Sandoval who broke a school record for career points and became the Eagles' No. 1 all-time scorer with 2,242 points. The Eagles also had three other winning seasons in the past, 16-11 in 1963 starring the immortal 6-5 Don Lyons; 19-6 in 1966 led by 6-1 Dan Chittenden; and 15-9 in 1968 with 6-3 Louis Cassinelli as the top player.

In his final high school game against Lick Wilmending High School, King scored a career-high 37 points and grabbed 20 rebounds to spark his team to a 76-61 victory in a game played at the Oakland Coliseum Arena, home of the Golden State Warriors of the National Basketball Association.

CSDF Coach, Ed Leighton, who resigned as cage mentor following the season after eight years, said King could have scored as many points as he wanted to, had the Eagles given him the ball more. But it was not necessary, as this year's team had height, speed, depth, and skill. It was the best boys' team ever at the Northern California school.

In the seventh annual California Classic deaf prep cagefest, King was named Most Valuable Player and CSDF won the tourney easily. Had 6-8 Ken Anderson and 6-3 Sonny Cabbage not

transferred to hearing high schools and come with the Idaho quintet, the final game of the Classic would have been something to behold! In a first round contest against Oregon, King pulled down a tournament-record 30 rebounds.

King, who played tight end in football and competed in the high jump and shot put in track, also served as a student counselor and aide to younger students at CSDF, which has 530 students in kindergarten through the 12th grade. Before enrolling in CSDF as a sophomore, King attended Tulare Regional Auditory Educational Center and Tulare Union High School as a freshman. He hopes to enroll at the College of the Sequoias following his graduation from CSDF. He would like to study physical education or computer programming. However, he said he would love to return to CSDF someday as a PE teacher and basketball coach.

King enjoyed one of the highlights of his cage career in a game prior to the California Classic. Against Emory High School, a Bay Area Conference power, King scored the winning basket in a 61-59 victory, the first time an Eagle team has beaten Emory in 17 years.

In that game alone, the powerful center left a lasting impression of his impact on the CSDF basketball program. Or to take it a step further, he made his "Mark" as King of the Eagles. This is Mark King, our choice as the 1982-83 National Deaf Prep Boys Basketball Player of the Year.

The New England Schools for the Deaf Basketball Tournament is still alive, and Boston School for the Deaf was the champion this year. John Muir, coaching since 1963 is still coach at Boston, and

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They Are All Juniors—They represent Georgia School for the Deaf which won back-to-back championships at the Mason-Dixon deaf prep basketball tournament. They are hoping to help GSD become the first school in M-D history to win three straight titles next year. The players, left to right, are: Wilbert Marshall (32), Charles Paul, Eddie Marshall (34), Boris Vinson (20), Tommy Green (24), Fred Stone (22), Willie Brown (44), Larry Hutchinson (40), Willie Sutton (42), Stacey Banks, Timothy Barnes, Ricky Ingram, and Charles Myles (10). Kneeling—Coach Ezekiel McDaniel, Sr.

he guided the Hawks to their third straight NE deaf prep tournament title. His boys ended the recent season with a 22-3 record, the best since 1967 when the Hawks produced the nation's best deaf prep cage mark of 22-2. During the recent campaign, Boston defeated two Eastern Division II clubs, Mill Neck, 52-49, and Rhode Island twice, 86-41 and 71-39.

As already mentioned the Texas School for the Deaf took their first title in the annual TSD Rangers Classic. Until William Lane, the 5-6 play-making senior guard was hurt in the 14th game and was out for the season, Texas with Prentiss Ming, as the cage mentor, had a winning 9-5 record, but when the 1982-83 campaign was over, the Rangers were 11-14.

Some call this 5-foot-10, 18-year-old a natural athlete, a bona fide scorer. He notched 26 goals last fall during the soccer season and averaged 31.2 points per outing through twenty basketball games this past season.

He is Kevin Hopkins, a stellar senior forward for the Austine School for the Deaf Arrows. The smooth moving, 165-pound frontcourt star racked up a 50-point night against perennial Division IV power, Whitcomb, tying Austine's record effort of Daryl Wetzel set in 1978.

"He could rebound and shoot very smoothly," said coach Don Powers, who is also deaf. "But he played very well with the team—he's a natural player." And he became the fifth Austine basketball player to score over 1,000 high school points.

Each year Hopkins scoring improved. He was credited with just 11 points during his freshman season, 309 points his soph. year, 374 during a fine junior season, and through 20 games his senior year, Hopkins tallied an amazing 624 points, ending his career with 1,318 points. However, the hoop prowess of Hopkins extended far beyond that of a tiny school for the deaf in Brattleboro, Vermont, which sported only three victories out of 21 games.

Maurice Tardiff was the first Austine player to hit the magic 1,000 number, accomplishing the feat in 1965. He was followed by Jamie Tucker in 1974, Daryl Wetzel in 1978, Brian O'Connell in 1980 and Hopkins this year. Like O'Connell, Wetzel and Tucker before him, the native of Craftsbury, Vermont plans to attend Gallaudet College this fall. Wetzel, who just graduated from Gallaudet College, was a starter on the varsity cage team there. Tucker, a Gallaudet grad, is currently attending New York University's Graduate School.

Besides Jim Bingham and Kevin Hopkins, three other deaf prepsters also topped 1,000 points in only three years this year, and they were Willie Brown of Georgia (1,604 points, an average of 20.3 in 79 games), Owen Callahan of Kentucky (1,288), and James Wooten of Eastern North Carolina (1,251). Jason Ingraham of Fremont finished his four-year high school career with 1,217 points. Joey Vincent of Model had a career 1,753 points in 74 games for an average of 23.7 points per game in 3½ years.

And Mark Petrilak of Scranton also had 1,338 career points in five years.

With his 31.2 per outing, Kevin Hopkins took the individual deaf prep scoring crown in the nation. Other cagers who boosted their norm to over 20 points per contest were Willie Brown of Georgia (25.9), Owen Callahan of Kentucky (25.7), Roger Reed of Riverside (25.3), Steve Rusconi of American (25.2), George Randolph of Tennessee (23.8), Joey Vincent of Model (23.6), Mike Reynolds of Rhode Island (22.9), Jim Bingham of New Jersey (20.9), James Wooten of Eastern North Carolina (20.2), and David Dincher of Scranton (20.2).

Besides Hopkins, other deaf prepsters who poured in more than 600 points during the 1982-83 season were Callahan (670), Randolph (667), Bingham (647), and Willie Brown (623).

Ed Herrera, 6-1, 185-pound junior of the Boston Hawks, averaged 18.0 rebounds a tilt, tops among deaf prepsters in the country. He also had a 16.0 scoring average. This was Herrera's third year of organized basketball; when he came to BSD from Guatemala, he knew only soccer. He has dedicated himself to improving his God-given skills to a point where he is the most dependable player on the team. He is one of the best liked students on campus.

Others averaging more than 13 rebounds a contest were Mark Kind (16.5), Bruce Visser of Iowa (14.1), Willie Brown (14.0), John Grey of West Virginia (13.8) and Adrian Jones of Tennessee (13.2).

Coach of the Year? He's Don Hackney of Alabama School for the Deaf, which had a fine 20-5 year. ASD is the first school to have coaches for

both boys' and girls' basketball teams selected as "Deaf Prep Coaches of the Year" in the same year. The other was Kay Wilkerson of the girls squad. We have always enjoyed watching Mr. Hackney coaching. He's really a good coach and a great person. We could not have made a better choice. Even though he's also Assistant Principal as well as Athletic Director of the school, Mr. Hackney has really put his heart into the school's basketball program and certainly is deserving. As you will recall, Mr. Hackney won the award in 1975 when he was at Kentucky School for the Deaf. Naturally he never dreamed that he would be named again to this honor in his lifetime.

Team of the Year? It's Marie H. Katzenbach School for the Deaf of West Trenton, New Jersey.

BOYS DEAF PREP BASKETBALL TOURNAMENT SCORES

51st Eastern I

New Jersey 60, Pennsylvania 40
Maryland 80, New York 53
Lexington 65, St. Mary's 61
Model 94, American 43
Pennsylvania 58, New York 42
St. Mary's 68, American 67
New Jersey 48, Maryland 38
Model 54, Lexington 42
American 63, New York 55
(7th Place)
St. Mary's 64, Pennsylvania 53
(5th Place)
Maryland 62, Lexington 54
(3rd Place)
New Jersey 66, Model 57
(Championship)
(It was St. Mary's first loss in the opening round, as the Saints have prevailed in the first round for 16 straight years.)

23rd Eastern II

Rome 63, Maine 47
West Virginia 74, Austine 43
Mill Neck 67, Rhode Island 41
Rochester 41, Scranton 39
Maine 61, Austine 48
Scranton 65, Rhode Island 51
West Virginia 49, Rome 41
Mill Neck 54, Rochester 53
Rhode Island 64, Austine 57
(7th Place)
Scranton 69, Maine 35
(5th Place)
Rochester 52, Rome 51
(3rd Place)
West Virginia 39, Mill Neck 37
(Championship)

1st TSD Rangers Classic

Maryland 69, Louisiana 51
Texas 76, Oklahoma 39
Maryland 64, Oklahoma 44
Texas 61, Louisiana 57
Louisiana 67, Oklahoma 58
(3rd Place)
Texas 69, Maryland 65 OT
(Championship)

29th Central

Illinois 49, Western Pa. 29
Missouri 55, Ohio 48
Indiana 52, Minnesota 36
Wisconsin 39, Kansas 31
Western Pa. 80, Ohio 40
Kansas 37, Minnesota 24
Illinois 61, Missouri 31
Wisconsin 48, Indiana 39
Minnesota 54, Ohio 53
(7th Place)
Western Pa. 43, Kansas 41
(5th Place)
Indiana 66, Missouri 26
(3rd Place)
Illinois 51, Wisconsin 32
(Championship)

31st Mason-Dixon

Tennessee 82, Louisiana 73
Eastern N.C. 41, Kentucky 39
Virginia 56, No. Carolina 52
Georgia 81, Mississippi 60
So. Carolina 85, Tennessee 66
Florida 71, Eastern N.C. 69
Alabama 61, Virginia 36
Tennessee 58, Kentucky 57
Eastern N.C. 64, No. Carolina 48
Mississippi 71, Louisiana 57
Georgia 66, Florida 43
Alabama 65, So. Carolina 36
Tennessee 56, Virginia 45
Eastern N.C. 64, Mississippi 54
Eastern N.C. 73, Tennessee 62
(5th Place)
Florida 62, So. Carolina 61
(3rd Place)
Georgia 54, Alabama 43
(Championship)

7th California Classic

Arizona 52, Idaho 48
Riverside 87, Utah 21
Washington 50, Phoenix 48
Fremont 92, Oregon 27
Idaho 68, Utah 10
Phoenix 49, Oregon 44

Riverside 85, Arizona 40
Fremont 56, Washington 24
Oregon 68, Utah 13
(7th Place)
Idaho 49, Phoenix 48
(4th & 6th Places)
Washington 55, Arizona 53
(3rd & 5th Places)
Fremont 58, Riverside 45
(Championship)

20th New England

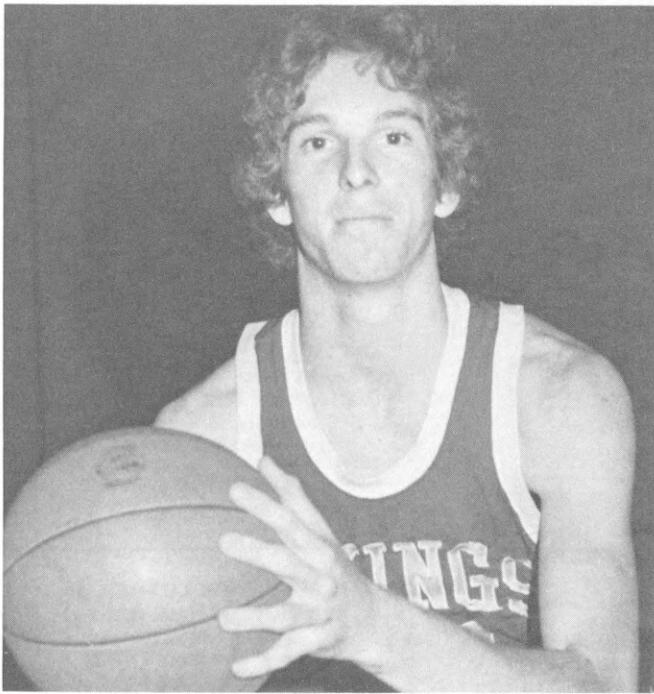
Boston 71, Willie Ross 38
Clarke 41, EDUCO 40
EDUCO 72, Willie Ross 39 (3rd Place)
Boston 66, Clarke 34
(Championship)

Note: Willie Ross School for the Deaf is a day school in Longmeadow, Mass., established in 1967. EDUCO is Secondary Educational Program for Hearing Impaired, an integrated program at Newton (Mass.) North High School. It is also a day school, established in 1973.

Other deaf prep basketball scores played during regular season that are worth noting are as follows:

St. Mary's 75, Rochester 52
American 94-74, Austine 60-54
American 68-84, Rhode Island 24-31
Virginia 51-63, West Virginia 47-43
Minnesota 61-54, So. Dakota 31-40
Iowa 54-62, So. Dakota 42-56
Nebraska 54, So. Dakota 27
Nebraska 51-55, Iowa 40-44
Ohio 63, St. Rita 43
Kentucky 84, St. Rita 41
Indiana 70, St. Rita 41
Wisconsin 53-75, St. John's 32-45
Kansas 82-52, Oklahoma 54-50
Arkansas 74, Oklahoma 62
Arkansas 56, Missouri 50
Illinois 67, Arkansas 59
Mississippi 89, Arkansas 65

The story on Martin Sternberg in the Volume 35, Number 6 issue of *The Deaf American* carried pictures erroneously attributed to William C. Cunningham. The pictures were taken by Conrad Waidinger.



George Randolph—He's the top scorer in the Knoxville area with a 23.8 average. And he's the only one of 13 first team basketball All-Americans, who was also on an All-American first team in football during the 1982-83 campaign.

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Name and School	Age	Ht.	Wt.	Class	Coach
Owen Callahan, Kentucky . . .	18	6-0	170	Sr.	Mohan
George Randolph, Tennessee . . .	19	6-2	180	Sr.	Matthews
James Bingham, New Jersey . . .	18	6-3	170	Sr.	Merlino
James Cole, Alabama	18	6-3	170	Sr.	Hackney
John Gray, West Virginia . . .	18	6-1	185	Jr.	Mals
Mark King, Fremont	18	6-7	205	Sr.	Leighton
Willie Brown, Georgia	18	6-6	170	Jr.	McDaniel
Scott Beverly, New Jersey . . .	18	6-4	175	Sr.	Merlino
Mike Stultz, Indiana	17	6-1	150	Jr.	Kovatch
Joey Vincent, Model	18	6-0	185	Sr.	Frelich
Jimmy Eckenrode, Maryland . . .	18	6-2	165	Jr.	Buck
Roger Reed, Riverside	17	5-10	165	Jr.	Haskell
James Wooten, Eastern, N.C. . .	19	5-9	160	Sr.	Pope

SECOND TEAM: Benny Pickens, 6-1 Jr., Mississippi; Kevin Hopkins, 5-8 Sr., Austine; Ed Herrera, 6-1 Jr., Boston; Calvin Ingram, 6-3 Jr., New Jersey; Robert Beyer, 6-1 Sr., Wisconsin; Daric Byre, 6-2 Jr., Indiana; Darryl Luton, 6-2 Sr., Nebraska; Jason Ingraham, 6-2 Sr., Fremont; Robert Moore, 5-10 Sr., Model; John Thomas, 5-6 Soph., Lexington; Mike Washington, 5-8 Sr., South Carolina, William Lane, 5-8 Sr., Texas, and Tom Perkins, 5-10 Sr., Indiana.

SPECIAL MENTION: Bruce Visser, 6-3 Jr., Iowa; Kevin Poore, 6-3 Jr., Minnesota; Leftly Lincoln, 6-1 Jr., Texas; Dewayne Raye and Mike Ralph, both 5-10 Sr., St. Mary's; Tommy Green, 5-11 Jr., Georgia; Thomas Bullard, 6-1 Jr., Alabama, Mark Petrilak and David Dincer, both 6-1 Jr., Scranton; Darryl Jones, 6-5 Sr., Lexington; Steve Rusconi 5-10 Jr., American; Joneses Moses, 6-2 Sr., Ohio; Tim Graff, 6-1 Sr., Illinois; Chuck Rubtsch, 6-1 Soph., Western Pennsylvania; David Goselin, 5-9 Soph., Boston; Adrian Bagby, 6-4 Sr., Kansas; Vincent Jackson 6-0 Soph., Florida; Kevin Smith and Keith Williams, both 6-0 Jr., Maryland.

Special Mention should go to Damian Verdugo, 5-5 Junior of Phoenix Day School for the Deaf. He did a lot of maturing this past basketball season, and he was the main reason why Phoenix showed much improvement. The Phoenix Varsity basketball program has only been in existence for three years. Jerry Welk, the coach, looks forward to developing a strong basketball program in the future. The school will have a new gymnasium for the first time next year. The Phoenix Roadrunners have always had to practice outdoors and they have never really played a home basketball game in three years. Despite all these disadvantages, the Roadrunners went to the California Classic and defeated Oregon. The two games they lost, to Washington and Idaho, were lost by a total of three points. ■



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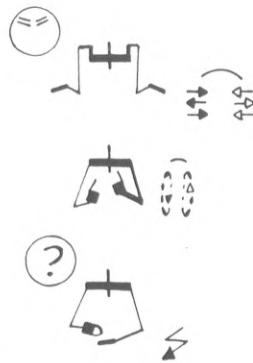
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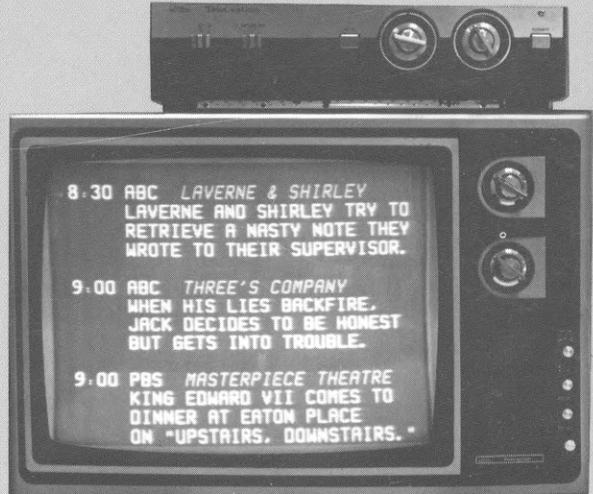
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